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ABSTRACT

This handbook explores ways of creating unbiased educational experiences for students in non-stereotyped learning environments for kindergarten to grade 4. An examination is made of the sexual, racial, and cultural biases displayed by textbooks and curricula currently in use, with suggestions offered on how to present these materials in an unbiased way. New materials and activities that can correct imbalances in the curriculum are identified. Teacher awareness is seen as the key to dealing with bias in the classroom. The grades 1-4 textbooks examined are divided into the subject areas of health, physical education, mathematics, science, social studies, and language arts. Suggestions for eliminating sexism through the use of unbiased terminology and non-sexist classroom activities are given. An annotated bibliography of non-sexist reading materials, with a thematic index, is also provided. (PPB)

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Volume I

Confronting the Stereotype

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Kindergarten to Grade 4

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Manitoba Education

VOLUME I

CONFRONTING THE STEREOTYPES

KINDERGARTEN TO GRADE FOUR

1985

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PREFACE

This is the second, revised edition of Confronting the Stereotypes, first produced in 1977 under the sponsorship of the Manitoba human Rights Commission and the Department of Education. The original edition, researched and written by Women for Non-Sexist Education, comprised an analysis of all texts approved for use in schools at the primary levels.

The new revised edition contains analyses of all new texts approved for use in schools as of September 1984. Analyses of texts which are no longer approved have been dropped from this edition.

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INTRODUCTION

This revised edition of Confronting the Stereotypes Grades K-4 (Volume 1 of a two-part series in which Volume II covers Grades 5-8) indicates that examples of biases, stereotypes and negative images, analyzed in earlier editions of this publication, remain prevalent in current approved materials. While effort has been made to rid texts of such biases, it is still essential for teachers to continue monitoring approved materials to ensure that misinformation and misconceptions are not passed on to students.

The incidence of discrimination faced by women, native people, immigrants and the poor is well documented.[1] In response to this evidence, governments have passed laws against discrimination in areas such as housing and employment to protect basic human rights. To the casual observer, bias in our elementary schools may seem insignificant by comparison. However, studies indicate that the school has a sizeable influence on young children who are developing their own values:

> In the course of his/her education a student acquires more than skills and knowledge. Students find and continue to modify their image of themselves, and continue to shape their attitudes towards other persons, races, and cultures. To be sure, the school experience is not the sole force that shapes self-images and attitudes towards others. But in the measure that the school does erert this influence, it is essential that the materials it provides foster in the student not only a self-image deeply rooted in a sense of personal dignity, but also the development of attitudes grounded in respect for and understanding of the diversity of [Canadian] Society.[2]

It cannot be argued that our schools offer equal opportunities for all students, since many reports document the existence of bias in them. Clear evidence of sex-role stereotyping of girls and women is revealed in the 1970 Royal Commission Report on the Status of Women in Canada:

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[1]See in this publication "Annotated Bibliography."

[2]The Task Force on Racism and Bias in the Teaching of English, National Council of Teachers of English, p. 14.

> A woman's creative and intellectual potential is either underplayed or ignored in the education of children from their earliest years. Although much influence may seem insignificant to an adult reader, it is important to remember that the readers are children and that they learn through models whom to emulate. The sex-roles described in these textbooks provide few challenging models for young girls and they fail to create a sense of community between men and women as fellow human beings.[3]

Further, Wahbung, a 1971 report published by the Manitoba Indian Brotherhood, details the failure of our system to respond adequately to Treaty Indian children. While ninety percent of the white students entering grade one can expect to complete grade twelve, only ten percent of the native students can expect to do the same.[4]

These findings have led to the recommendation that biased textbooks be withdrawn from use and new texts be written. But because publishers revise their offerings on an irregular basis and because schools cannot purchase new textbooks every year, this recommendation provides only a long-term solution to a pressing problem. Recognizing that some older materials have educational value and that they will continue to be used for some time, educators must nonetheless ensure that biased attitudes are not conveyed to students as acceptable. Stereotyping and biased viewpoints should be confronted so that students can learn respect for human rights and values.

This handbook explores ways of creating unbiased educational experiences for students in non-stereotyped learning environments at the primary level. It first examines the textbooks and curricula currently used in Manitoba's elementary schools and then suggests how these materials can be presented in an unbiased way. New materials and activities that can be introduced to correct the imbalances of the curriculum are identified. Patterns of interaction between teachers and students and among students themselves are also analyzed. In all instances, the goal is to help teachers establish a classroom environment where children develop a sense of themselves without the imposition of limitations relating to sex, race, religion, and ethnic or economic circumstances.

---

[3] Canada, Royal Commission Report on the Status of Women in Canada, Ottawa, Ontario, 1970, p. 13.

[4] Manitoba Indian Brotherhood, Wahbung: Our Tomorrows by the Indian Tribes of Manitoba, Winnipeg, 1971, p. 5.

DO'S AND DON'TS FOR TEACHERS AND SCHOOLS[5]

The key to dealing with bias in the classroom is teacher awareness. Teachers mights ask themselves how they feel about suggestions presented here: as teachers do they encourage students to act freely or do they impose limitations on students related to sex, race, or economic background?

TEACHER INTERACTION WITH STUDENTS

Don't correct student behaviour according to the sex of students: "Don't fight June, that's not ladylike," or "Boys don't cry, Kevin."

Don't excuse behaviour in one sex that would not be tolerated in another; don't assume, for example, that only girls cry, that only boys fight.

Do decide what is acceptable behaviour for all students: "Sall, don't run in the hall. It is dangerous."

Don't teach different manners to boys and girls; don't encourage a "ladies first" attitude in girls or ask boys to open doors for girls.

Do teach all children to be courteous and helpful to all people.

Don't punish aggressive behaviour in girls more than in boys.

Don't assume that "boys will be boys."

Don't give the most attention, both positive and negative, to students in the class who are most conspicuous.

Do try to interact as much with the less demanding students as with the more demanding. Encourage the less active students to participate.

Don't assume that either sex or any racial group is more docile or passive.

Do give recognition to girls and minority group students by placing them in leadership positions.

Don't assume that children from lower income or recent immigrant families are less intelligent than children from middle-class backgrounds.

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[5]Portions adapted from Wendy Hurst, et al., Breaking the Mold, Lesson Aids to Explore Sex Roles, K-7, British Columbia Teachers' Federation, 1974.

Do encourage all children to maximize their potential by providing equal opportunities.

Don't use sexist language, such as "tomboy," "sissy," "old maid," or "the farmer and his wife."

Don't use "man" to mean person or "mankind" to mean humankind or all people.

Do check textbooks and other materials for offensive content. Discuss it with the students. Are females portrayed as having independent identities or as being "appendages" to males,(John's wife, Mary's mom). Are girls under-represented in books? Are they seen as silly, scared, unimaginative, unadventurous?

Do find opportunities to provide accurate and full explanations of contributions made by women, native people, immigrants and the working class to the growth and development of Canadian culture.

Don't divide the students on the basis of sex for group activities, line-ups, outings, and field trips, or when allocating sports equipment.

Do use such means as alphabetical order of names or spatial location in the classroom when dividing the class into smaller groups.

Don't allocate jobs in the classroom and around the school on the basis of sex; don't assume that only boys should locate and run projectors, help the janitor, and set up science corners, and that only girls should clean tables, scrub sinks, help secretaries, and look after younger children. Make sure everyone is familiar with what each job entails.

Don't assume that different racial or ethnic groups have unique inborn characteristics.

Don't assume that boys and girls have different abilities according to sex.

Do encourage the understanding that our environment shapes our lives, and that people without opportunities cannot excel.

Do encourage all students to use manipulative materials (such as screwdrivers and hammers), to use sewing machines (to make personal clothing items and "useful" objects), and to learn to cook basic daily foods.

Don't assume that all families can afford the cost of "extras", such as gym clothes and field trips.

Do try to have the school set up a special fund to assist low-income families to pay for school activities.

STUDENT INTERACTION

Don't allow students to use slang or derogative terms to describe others, of which "chick," "baby," "red neck," and "gook" are examples.

Don't allow one sex to make demeaning comments about the other; discourage this kind of statement: "That's a dumb girl's book, I won't read that."

Do encourage boys and girls to play together during recess and recreation periods and to work together on school projects, such as science experiments. Discourage the prejudice that friendships between boys and girls are silly.

Don't assume girls will be more interested in child care than boys. Both boys and girls can grow up to be parents.

Do ask both boys and girls to help when older students are needed to take care of kindergarten and primary students.

Don't assume that various hobbies and after school activities will be of interest to only one sex.

Do consider new activities that could be offered to boys and girls together, such as crafts and yoga.

TEACHER INTERACTION

Don't always assign to women teachers the "housekeeping" tasks to be done in school and in the staff room.

Do work to have staff rooms integrated in schools where men and women teachers have separate facilities.

Don't allow women only to buy coffee or bring cookies.

Don't allow men only to assume positions of authority or act in supervisory capacities: chairing meetings or setting up audio visual equipment.

Do encourage women teachers to conduct the general assembly or supervise the cafeteria.

Do encourage fellow staff who are women or members of minority groups to apply for administrative positions, head teachers' committees, and be active in the M.T.S.

NURSERY - KINDERGARTEN

NURSERY - KINDERGARTEN

Kindergarten is a very special time. For many children it is their first exposure to a school environment, and it is a time of intense learning and development. Much of the young child's learning occurs during play, through the imitation of adult roles. This section discusses environmental structures that encourage the free and full development of human qualities.

Teachers who want their students to have the widest opportunities for individual growth must help them, from an early age, to develop understanding of individual differences.

Learning centres can be structured to encourage independent learning experiences. The best learning centres are designed to create a full range of opportunities for student exploration.

> A kitchen area is too often seen as a "girl's area." Instead, a home centre can be established, combining kitchen and woodworking areas.
>
> A travel centre with a big wheel attached to a dashboard enables children to imagine piloting a plane, bus, train, car or rocketship.
>
> A health centre can be fun. Children can play at being doctors, veterinarians, dentists, ambulance attendants, nurses, and para medics. Displays of pictures showing men and women of different races in all occupations related to the field--useful in each learning centre--help children to role play freely.
>
> A media centre can offer interesting possibilities for dramatic play. Cardboard television sets designed so students can present their own programs to others can be constructed. Allowing students to use a tape recorder with a microphone enriches this activity.
>
> An automobile centre enables all students to work with machines and tools. Neighbourhood service station or junk store managers are often willing to donate an old carburetor and other car parts. Students can take apart and reassemble a carburetor, if provided with the necessary tools.

More structured classroom experiences for individuals and groups of students can be planned by teachers to challenge the stereotyped images young children sometimes have. Participating in the following activities can help students prepare for a multiplicity of roles as adults.

Cooking provides excellent opportunities for students to learn how to follow simple directions and to work together toward a common goal. Often fathers of students can be encouraged to participate in these sessions. It is interesting to explore recipes from different ethnic backgrounds.

All children can participate in simple woodworking tasks. Children can begin by making a bird feeding station, a boat, or a picture frame. If lack of space or tools is a problem, popsicle sticks and glue can be used to construct picture frames, simple boxes or bird houses. Parents of students are often very supportive when asked to help with these projects.

In dramatic activities, the children should be encouraged to choose the roles they want to play. This process of self-appointment eliminates the "we need a girl to play Princess" syndrome and can even challenge various unimaginative assumptions; who says, for example, that little Red Riding Hood can only be played by a female? In fact, "tough acting" boys should be encouraged to play gentle, caring characters and gentle girls to act out fierce, aggressive roles, if understanding is to be promoted between students and new dimensions developed within individuals. Shadow box plays, wherein student actors perform behind sheets illuminated by slide projectors or flashlights, often work well to promote these goals.

A visual activity students enjoy is working with a flip book. This kind of book is constructed by drawing a woman on the front inside cover and a man on the back inside cover. Inside the book, characters are drawn whose roles can be identified by the action they perform or the clothes they wear. Once these characters are drawn, the top of each page should be cut off, leaving bodies without heads; these pages can then be flipped against the male and female figures on the covers, effectively placing these figures in various roles. Pictures should correspond so that, for example, identical doctors' bodies can be fitted to the male and female figures; this correspondence should cover a range of occupations so that both the male and female figures can appear as nurses, carpenters, et cetera.

Another visual activity involves making simple puzzles from pictures in magazines. These pictures can be pasted on heavy cardboard and then cut into pieces. Pictures of senior citizens at work, fathers taking care of young children, different types of families, and children and adults of a variety of races and ethnic backgounds are particularly useful to students.

Students can also learn by telling stories, if they are given titles like the following by way of direction: "Susie's Home Run," "John Helps His Little Brother," or "My Grandfather is a Firefighter." Children can be encouraged to illustrate their stories and take them home to their families.

Further, students can discuss fairy tales, and create new endings which are more modern, as the following illustrates:

Little Ms. Muffet, sat on a tuffet,
Eating her curds and whey,
Along came a spider and sat down beside her,
And Ms. Muffet said, "Go away." OR
Ms. Muffet said "Get out of here, you long leggy spider."

Since children at the primary level are often curious about themselves and how they have grown from the time they were babies, it is often enlightening to invite parents of a small baby into the classroom to discuss basics of child care. A better discussion can take place if the father takes an active role in child care; he is then able to demonstrate what he does for his child and to discuss how he feels as a parent.

Finally, showing the film "Free to by You...and Me," or playing the record by the same title, is an excellent way to challenge stereotypes. These are available through the Manitoba Education Film Services Branch and the Library respectively. The songs which quickly become the favourites of the children include "Parents are People," "It's All Right to Cry," "William's Doll," and "Sisters and Brothers."

In using learning centres and planning classroom activities which encourage new activities and roles, teachers may see students behaving in stereotyped ways. They may be copying behaviour they have observed in others around them or in characters on television. Described below are examples of common incidents which may occur, with some suggestions for how teachers might handle them:

1. Exclusion Because of Race, Class or Sex

   Examples: A little girl wants to pretend she is a doctor/mechanic/firefighter. Bill says: "You can't be a doctor/mechanic/firefighter. You're a girl!" Or, a little boy wants to play in the doll area. The children taunt him, and Mary says: "You're a sissy. Dolls are for girls."

   Suggestions: Intervene immediately and explain that any child can play with any toys. Defend the child's choice and encourage his/her right to play wherever he/she wishes. Support the child who is being excluded.

   Provide pictures and posters of children and adults in non-stereotyped roles. Read the children books which reinforce the right of a child to choose freely. And always relate material directly to incidents which have occurred in the classroom.

2. Stereotyped Role Play

   Examples: A girl goes to the hospital centre. This time she can play, but only if she will be a nurse. Or, a boy goes to the travel centre, and play begins. But the teacher notices boys in this area are always conductors or pilots, while girls are stewardesses or ticket cashiers.

   Suggestions: Pictures of, and classroom visits by, men and women in non-stereotyped jobs can open up new play possibilities for both sexes and provide support for those wanting to experiment with other roles; for example, a boy, having met

with peer discouragement for wanting to be a nurse, can learn to defend his choice: "See, I can so be a nurse. He is." You can also encourage the children to rotate roles, so that, for example, a girl is dodge ball captain one week, a boy the next.

3. Stereotyped Behaviour

Examples: Boys in schools are often encouraged to understand and develop their strength and agility, and girls to undermine theirs by concentration on their physical attractiveness. Sometimes a teacher can unthinkingly promote stereotypes by making comments like the following: "What a pretty dress, Jane. Don't you look nice;" or, "I need two strong boys to lift this table."

Suggestions: Since girls' shiny, often slippery shoes discourage them from participating in running or climbing games, all children should be encouraged to wear running shoes. Children can keep shorts or slacks at school for physical education or active times since dresses often restrict game playing. Pictures of athletic men and women should be displayed together, and all children should learn the rules to all games which they thereafter play together. Boys and girls should be complimented alike according to the same performance standards. Children should be encouraged to read about independent, adventurous girls and sensitive, gentle boys to discourage stereotypical assumptions.

Examples: The emotions children are taught to express are often limited according to their sex, as the following stereotypes to govern conduct indicate: "Girls can cry, but boys shouldn't;" or, "Boys can fight, but girls shouldn't." If a boy falls, hurts himself, and starts to cry, it is not uncommon for someone to say, "Big boys don't cry." Or, if a girl tries to direct others in play, her efforts may be seen automatically as bossy and aggressive.

Suggestions: Appropriate classroom behaviour should be required of all students, boys and girls alike. Too often what is called bossiness in girls is called leadership in boys. Further, since hurt children and adults can sometimes cry, stoicism should be as little encouraged in boys as aggression; neither should submissiveness be encouraged in girls. The track, "It's Alright to Cry" from the record "Free to Be...You and Me," can help children understand the need for emotional expression.

GRADES ONE TO FOUR

HEALTH

Manitoba Education has distributed interim curriculum guides for Health Education for K-9. The approved program should be implemented in all Manitoba schools by 1987.

A major unit of the K-9 Health Education curriculum is Social Emotional Well Being which emphasizes aspects such as the self, self-awareness, positive self-images, self-respect, and respect for other individuals. Study of these areas should establish the background against which children can develop a secure self-image, in turn leading them toward a state of emotional health whose components include respecting, tolerating, and appreciating others.

The Health Education curriculum, because it emphasizes social, emotional, and physical well being, stresses the equality of all people regardless of sex, race, or class similarities or differences. To achieve this major goal, teachers must encourage boys and girls to participate jointly, to the best of their abilities, in healthy activities--emotional and physical. At the same time, teachers must discourage the misconception that characteristics, skills, and abilities differ in relation to sex, race, and class differences.

No student textbooks have been approved and those recommended as teacher references have not be analyzed. When working from reference sources--even when working with activities suggested in curriculum guides--teachers will want to rely only on materials that encourage the development of health concepts appropriate to the level of student maturity and to prevailing community standards.

PHYSICAL EDUCATION

Physical abilities in children do not vary according to sex:

> Medical research indicates that boys and girls prior to puberty could be evenly matched in weight, strength and reaction time and that there is a greater range of individual differences within each sex grouping than across sex lines.[6]

But if physical abilities do not vary, opportunities to participate in activities certainly do. Comments made by teachers, well-meaning but unaware, often indicate to students that strength, agility, and athletic abilities are the exclusive domain of boys and men: "I need three strong boys to move this table," or, "The boys can play soccer while the girls jump rope." Statements like these can inhibit many girls and make many boys feel physically inadequate.

Unlike men, women have not been encouraged to grow up developing strength, skill or interest in athletics. Lack of opportunity and information, restrictive female clothes, folk tales about the danger of sports, discrimination, and lack of role models have all contributed to this. The emphasis on fitness and lifelong skills, and on individual skill development instead of team sports, can now help to equalize the process of physical development. All students, weak or strong, big or small, male or female, should develop fitness skills and an attitude of enthusiasm toward their health and well-being.

Guidelines teachers can follow to ensure equal physical education opportunities are provided below:

> All physical education activities in grades K to 3 should be co-educational.
>
> All playground activities should be integrated.
>
> All activities and skills in which students at the primary level participate should be explained to all students.
>
> Boys should be taught to skip and play hopscotch and girls to play soccer and floor hockey. No children will then be excluded from any activity on the playground because they do not possess the basic skills.

---

[6]P. Exter and L. Sutherland, Recommendations for Investigation and Change in B.C. Physical Education and Athletics (Vancouver: Vancouver Elementary School Teachers' Association, 1974).

All students should be instructed in the basic rules of games played in the school area. No students will then be excluded because they are unfamiliar with the rules of such games as scrub baseball or marbles. .

All students should be required to wear running shoes and shorts or slacks for physical education so that clothes do not limit activity.

MATHEMATICS AND SCIENCE

Very little evidence of bias was found in the Mathematics and Science materials. It is obvious that efforts have been made to improve the texts in terms of sexism, racism and class-bias. As it now stands, the problem of bias in Mathematics and Science lies not so much in the texts, as in the expectations of society towards the potentials, achievements and abilities of females and males in these subject areas.

Mathematics and Science have, for a long time, been fields dominated by males. Traditionally women have been excluded or directed away from these subjects into more"feminine" areas of study. The fact remains that ability or capabilities in Science and Mathematics are learned; the necessary skills are acquired and not innate to any one sex or group of people. For anyone to become proficient in Mathematics and Science, skills must be developed and practiced. Repeated sex-related restrictions or exclusions aimed at females have obviously resulted in a low number of women in these areas. If these exclusions and restricitons continue to be practiced, the traditional socialization of women into typically "female" jobs will be perpetuated, as will more general misconceptions about masculinity and femininity.

As well as ensuring that all course materials offer positive images of both sexes, teachers must encourage boys and girls to avail themselves of all educational opportunities in Mathematics and Science.

PUBLISHER: Copp Clark Pitman
TITLE: Mathways (Second Edition), 1981, Levels 1, 2 and 3
GRADE LEVEL: Grades 1, 2 and 3

General Comment:

Boys and girls of different races are well represented in the illustrations of all three texts. Illustrations depict children engaged in similar activities such as basketball and baseball. Unlike Books 2 and 3, Book 1 has a great disparity in the number of illustrations of males and females, featuring men more often and in more roles. The illustrations of women that are included, however, go beyond traditional stereotypes, a female firefighter and letter carrier being depicted, for example. The language of all the books is non-sexist, and free of race and class biases.

PUBLISHER: Copp Clark Pitman
TITLE: Mathways (Second Edition, 1981), Level 4
GRADE LEVEL: Grade 4

General Comment:

The illustrations, racically diverse, depict boys and girls engaged in similar activities. While fewer females than males are depicted in the illustrations, non-typical characterizations of both sexes are included; a man is depicted baking bread, for example, and a woman is shown in the role of a police officer. Language in the text is unbiased.

PUBLISHER: Ginn and Company
TITLE: Starting Points in Mathematics (Revised Edition, 1982), Levels 1 and 2
GRADE LEVEL: Grades 1 and 2

General Comment:

Only a small number of illustrations depict people. Those of boys and girls show them engaged in similar activities, with several children from various ethnic groups.

Illustrations of adults are few, depicting more males than females. Women appear in several positive roles, such as police officer and carpenter, but men, seldom portrayed in the home, are cast most often in typically active roles, as firefighter, heavy machine operator, and pirate, for example. The books are free of class and language biases.

PUBLISHER: Ginn and Company
TITLE: Starting Points in Mathematics (Revised Edition, 1982), Level 4
GRADE LEVEL: Grade 4

General Comment:

The language is non-sexist, and illustrations depict boys and girls engaged in similar activities, but non-white children are under-represented.

Illustrations of adults portray more males than females. Women are traditionally shown as teachers and nurses. Men, depicted as more physically active than women, are also assigned traditional activities and roles; for example, they ride horses and drive tractors, and are seen as veterinarians and police officers.

PUBLISHER: Holt, Rinehart & Winston
TITLE: Holt Mathematics System, 1980
GRADE LEVEL: Kindergarten, Grades 1-3

General Comment:

Generally, these texts are free of class, sex, and race biases. The illustrations portray people of various ethnic groups. Boys and girls are represented in equal numbers in the illustrations and mathematics problems.

Generally, sexist images of men and women have been successfully avoided. Women, for example, appear in a variety of non-traditional roles, portrayed as firefighters, painters, pilots, athletes, daycare workers, letter carriers, and police officers.

PUBLISHER: Holt, Rinehart & Winston
TITLE: Holt Mathematics System, Book 4, 1980
GRADE LEVEL: Grade 4

General Comment:

For the most part, stereotypes and biases are avoided. Although the photograph on the cover shows an all-white group, non-whites are included in the illustrations in the text. Boys and girls are equally represented in the mathematics problems and illustrations. There are, however, three times as many illustrations of men than of women, and correspondingly more male than female role models. While these illustrations do not depict women in non-traditional roles, neither do they portray stereotypes.

Although the majority of names in the text are Anglo-Saxon, several names suggest other ethnicities. And the language is generally non-sexist with the exception of one or two points.

p. 301 Problem: A gender modifier, "lady," is used to describe the female, while none is used to describe the male. Here, "lady" implies condescension, particularly since a similar modifier is not applied to the male: "The first lady mathematician," "The first man on the moon."

Suggestion: Gender modifers are best avoided. If one is required to specify female achievement, then "female" or "woman" is more appropriate than "lady".

PUBLISHER: Houghton Mifflin Canada
TITLE: Houghton Mifflin Mathematics Books 1, 2 and 3, 1982
GRADE LEVEL: Grade 1, 2 and 3

General Comment:

The illustrations depict an equal number of girls and boys of various races participating in many activities. However, there are more illustrations of adult males than of females and more masculine role models. Men are shown in a number of different roles ranging from cooking in the home to orbiting in space. Women appear for the most part in traditional roles, although a female balloonist, farmer, and downhill skier are depicted. Visible minorities are under-represented in illustrations of adults, both male and female. Language in all three texts is free of bias.

PUBLISHER: Houghton Mifflin Canada
TITLE: Houghton Mifflin Mathematics 4, 1982
GRADE LEVEL: Grade 4

General Comment:

The text is non-sexist in language and its illustrations avoid class, race, and sex biases and stereotypes. Boys and girls are equally represented in most of the illustrations and mathematics problems, as are children of various races and ethnicities. Illustrations of adult men and women are equally distributed, although male role models outnumber female.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 2; Science, 1984, Book 2
GRADE LEVEL: Grade 2

General Comment:

A slight improvement occurs in the 1984 texts, given that effort appears to have been made to portray positive role models of men and women in non-traditional activities. Men are depicted grocery shopping and in the kitchen putting away groceries. Even though women are shown in some non-traditional roles (wood cutter, dentist, soil tester), the illustrations imply that men live more active lives. And there are more male than female role models.

By offering at least three illustrations of the handicapped, the 1984 text improves on the older text, if this group still remains under-represented. Illstrations of boys and girls of various races are equally distributed throughout the books. Overall, the texts are free of class, race, and language biases.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 2; Science, 1984, Level 2
GRADE LEVEL: Grade 2

General Comment:

Neither text is sexist in language. Boys and girls are depicted in similar activities and in balanced numbers. Adult characters are equally distributed throughout the books, although there are more male than female role models. Females are primarily illustrated in stereotypical activities (smelling flowers) and traditional roles (nutritionist, dental hygienist). By contrast, men are portrayed in more active and job-related roles (tractor driver, doctor, trumpet player, police officer, road worker, and forester).

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 3; Science, 1984, Level 3
GRADE LEVEL: Grade 3

General Comment:

Racial diversity is well represented in the illustrations of both texts. The language is non-sexist, and boys and girls are shown participating in the same or similar experiments and activities, although a few illustrations do typecast the sexes (boy playing hockey, girl twirling baton). Handicapped people are represented by a single illustration.

There are more illustrations of males than of females and male role models are greater in number. "Science Heritage" added to the 1984 text (p.198) features all male contributors, which may give young readers the impression that females have not contributed to science. Teachers may wish to balance or clarify this impression. To do so, they might discuss first the difficulties women faced in earlier years in obtaining education and acceptance in areas such as science and then the women who nonetheless involved themselves in scientific studies. Such discussion would provide children, girls in particular, with positive role models in science.

PUBLISHER: Addison-Wesley
TITLE: Science, 1980, Book 4; Science, 1984, Level 4
GRADE LEVEL: Grade 4

General Comment:

It is obvious that the authors of both texts have successfully attempted to avoid bias and stereotypes. Several textual additions are made to the 1984 publication, but these do not reverse any gains made in the 1980 text. In both books the language is non-sexist, and illustrations show boys and girls performing similar experiments, as well as girls involved in such non-traditonal activities as drum playing. People of various races are fairly represented in illustrations. The common weakness of both texts is the under-representation of the handicapped, a group who participate in all aspects of society and who deserve representation in school texts.

Adult women are refreshingly portrayed in several non-traditional career fields; a woman appears as an electrician, a bacteriologist, and a car mechanic. Men and women are shown participating in the same activities, in one case working together in a plant nursery. In the 1984 text, all the scientists profiled are male--Thomas Edison, Ivan Pavlov, Benjamin Thompson, and Galileo Galilei. By way of balancing this list, teachers might discuss the recent discoveries and contributions of female scientists, and might perhaps point out that in earlier times women were discouraged from entering the scientific field.

p. 25 Comment: This page offers an excellent general description of an occupation in which both men and women can be involved.

p. 83
p. 103 Comment: Opportunities have been taken here to portray women in non-traditional career fields, thus effectively broadening the number of female role models. The general description avoids sexist language and stereotypes.

PUBLISHER: Houghton Mifflin Company
TITLE: Modular Activities Program in Science (MAPS), 1979.
GRADE LEVEL: 4

General Comment:

Children of both sexes and of various ethnic groups are to be found in these three texts, and in the activity and record books corresponding to them. No race, sex, or class biases are indicated either by the dress or the activities of the children. Nearly three times as many men as women are shown, however, and adult role models rely heavily on stereotypes; men appear as police officers, truck drivers, and athletes, and women as nurses, teachers, and cooks. It should be noted, though, that men are also shown caring for children.

PUBLISHER: Houghton Mifflin
TITLE: Science 1, 2 and 3, 1979.
GRADE LEVEL: Grades 1, 2 and 3

General Comment:

Language in these texts is free of racial or class bias. All three books reflect racial diversity through their illustrations which include Anglo-Saxons and non-Anglo-Saxons. There is a balance of boys and girls engaged in similar activities. More illustrations of adult males than females appear in all three texts. Occupations for men are more obviously and variously drawn, but women are not confined to stereotypical pursuits.

SOCIAL STUDIES

The Social Studies curriculum at the primary level begins with exploration of the self, of others, and of the home, school, and immediate environment and leads to exploration of the wider community, the world, and its many peoples. The curriculum is designed to help children understand themselves, their place in the world, and the importance of others, and of human relationships and interdependence. As they learn about people and places, developing an understanding of human relations and social values and conditions, children should begin to be aware of, and perhaps to value, the way all people, men and women, have worked and lived in different places over time.

Some obstacles stand in the way of achieving this goal, however. The role of women, past and present, is often ignored or misrepresented in many of the materials to which students are exposed. Moreover, the contributions of labour, immigrants, and Native Indians to Canadian society are often minimized. Thus, too often, the rich cultural, ethnic, and racial diversities of society, as well as the contributions of members of various groups, receive too little emphasis.

Teachers should therefore be aware that biases like these are often written into Social Studies texts. They should be prepared to evaluate the accuracy and appropriateness of textual materials, both narrative and illustrative, and to make supplementary materials available when necessary.

The following analysis is based on the curriculum guidelines issued by Manitoba Education for 1982. Suggestions included here are to help Social Studies teachers foster a positive world view in the students, who should learn to recognize that it is possible for people, as equals, to pursue jobs according to skill and interest (without limitations being predetermined by race or sex) and to achieve success according to merit (without limitations being predetermined by economic status).

GRADE ONE AND GRADE TWO (Curriculum Guides--no approved materials)

Since there are no approved materials for grades one and two, the evaluation of texts begins at grade three. Teachers should be aware the grade one Social Studies curriculum is concerned with the home, the school, and the immediate environment, and with human relationships and human interdependence. The curriculum at the grade two level extends these areas to include the broad range of changes that occur in life: changes in individuals and in institutions such as the family, changes in people (in ways of life) and places (in cities, towns, and rural areas), and changes that take place over time (in the past and in the present technological society).

OCCUPATIONS

Sexual stereotyping should be avoided when occupations are discussed; pronouns assigning gender, such as "the doctor/he," or "the hairdresser/she," must be avoided if sterotypes are to be surmounted.

Encourage children to recognize jobs as being skill-related rather than gender-related. Displays of pictures which challenge sex-role stereotypes can help students toward this recognition. Men and women who pursue non-traditional careers--a male nurse or a female telephone repair person, for example--can be invited to speak to the class.

The annotated and thematic bibliographies included in this guide list children's books that support non-sexist thinking.

VOCABULARY DEVELOPMENT

When helping students to expand their vocabularies, teachers should use words that are free of gender stereotypes. Occupational labels, like those that follow, need not be gender specific: policeman can be replaced with police officer, mailman with letter carrier, stewardess with airflight attendant. Non-sexist language is further clarified in the sections on "Terminology" and "Occupations".

Reinforce the idea that men and women hold jobs on the basis of ability and competence, rather than on the basis of race, religion, or sex. Pictures of working people displayed in the classroom should include men and women. Speakers, representing a wide range of ethnic and racial groups, can visit the classroom.

FAMILY TYPES

A stated goal at this level is for students to learn to understand families and the responsibilities of their members. But responsibilities and routines vary according to whether one or both parents work and whether parents pursue self-employment or shift work. As the following facts show, all children do not live in nuclear families, and all mothers are not working in the home nor all fathers outside the home:

- Almost 50% of Manitoba women are employed.
- Almost 40% of married women in Canada are employed.
- Many Manitoba families are poor (estimates range up to 40%).
- Approximately 15% of Winnipeg children are raised by one parent, usually the mother.
- Almost 60% of these children live below the poverty line.
- Some farm families are poor, and women and men share the tasks in almost all farming operations.
- Many pre-school children are in day care centres.

Children should be encouraged to understand that families are varied and responsibilities are shared in many different ways. It is as unfair to assume that a father who cooks is a sissy, as that a mother who stays in the home is without outside interests. Further, it is unfair to assume that children receive less care in families in which both parents work than in those more traditional. And of course family situations can vary in other ways. Some families have just one parent, some are on social assistance, many have relatives or boarders living with them, many are poor, and a few are wealthy. Children should be encouraged to recognize

and respect all these situations that currently typify family living.

To encourage discussion of family types, teachers might ask children to draw pictures of their family and share these with the others. The pressure children from one-parent families can feel to conform is often revealed when they draw two-parent families. If something like this happens, teachers may want to initiate a thorough discussion of family types by referring students to the following books:

The Double Mirror, Esther Sokolov Fine (extended families),
Families Grow in Different Ways, Barbara Parnish-Brown (adoption),
Strange Street, Ann Powell (varied family situation),
The Sandwich, Ian Wallace and Angela Wood (an Italian immigrant family),
Martin's Father, Margrit Eichler (one parent family--father),
Minoo's Family, C. Drawford and Sue Hofferman (two employed parents),
Na-Ni, Alexis Deveaux (a child on welfare).

PEOPLE WHO BUILD HOUSES

Housing types are many. A false assumption, applied to families who live in suburban areas and elsewhere, is that they live in single family detached homes. Students can live in rented accommodations, group homes, apartments, and duplexes. Many children do not have their own bedrooms but share sleeping quarters with one or more brothers and sisters.

Books which portray a variety of housing types include Apartment 3 (Keats) and Strange Street (Powell).

HOLIDAYS

Not all families celebrate the holidays listed in the curriculum guide, since Canada is made up of many cultural, religious and ethnic groups. In order to cross religious and cultural lines, children can be encouraged to celebrate occasions such as International Children's Day or International Women's Day in the classroom. Further, children celebrating holidays unique to their culture can be encouraged to share their traditions with the class.

Teachers should also remember that for children who live with a single parent, with a step-parent, or apart from their natural parents, the activity of making cards for occasions like Mother's and Father's Day can cause sadness and embarrassment. To answer this problem, teachers can read the children a book like Irene's Idea (Geoffrey); this particular book tells about how fatherless Irene deals with Father's Day card-making at school. Teachers can also expand activities, so that Mother's or Father's Day becomes Special Friend's Day for the purpose of card-making, enabling students to honour parents alongside of step-parents, relatives, neighbours, or older people living alone in the neighbourhood.

ENRICHMENT TOPICS

Rather than studying Indian families in the United States or families in Mexico, it is interesting for students to explore topics more closely related to the Canadian experience. If the topic of immigration is selected--immigration from other countries, from the North, or from the farm to the city--much of the content can come from the lives of students. Recent immigrant students can describe what life was like in their previous homes, and how they felt when they first arrived here. Students born in Canada can describe when and from where their ancestors came. This will help students to understand that all but native people have at sometime been immigrants from other countries. Books to support this topic include Rosa Too Little (Felt), The Sandwich (Wallace and Wood) and Stone Soup (Pasternak and Sutherfield).

GRADE THREE -- EVALUATION OF TEXTS

PUBLISHER:	Ginn and Company
TITLE:	Canadian Communities
ILLUSTRATIONS:	322
MALE:	92
FEMALE:	32
BOTH:	57
OTHER:	151
WHITE:	143
NON-WHITE:	34

General Comment:

Canadian Communities explores a wide variety of communities across Canada and displays the diversity of the country and its resources.

In a few write-ups and illustrations the contributions of women to Canadian society are fairly portrayed. Language is sexist at points throughout the text, however, and pictures of females are confined in the main to portraying either young girls or women with children. While only two illustrations show women in non-traditional roles, many illustrations depict men in active roles related to work, recreation, and history.

Supplementary materials showing the participation of women in community affairs and the participation of both men and women in non-traditional occupations should be introduced to increase student awareness.

p. 3 Problem: "The Eskimos made igloos where the snow was suitable."

Suggestion: Teachers might point out that the term "Eskimo" has been generally replaced by the term "Inuit," in keeping with the preference of many northern native people.

p. 8 Problem: The statement, "The girl is carding some wool," refers to an illustration of a woman carding wool.

Suggestion: Teachers can correct the inaccuracy here by substituting "young woman" or "woman" for "girl."

Comment: Accounts of female contributions to the community appear in the first and last "notices" on page 15, and while it is unfortunate that these appear in small print and are not more fully integrated with the text, special attention can nontheless be directed towards them.

p. 22, 26 Problem: "The firemen will not charge..."; "A postman delivers the mail."

Suggestion: Occupational terms ending in "man" or "men" should be replaced with terms that are not gender specific. In these cases, the terms "firefighter" and "letter carrier" should be substituted.

p. 30 Problem: The illustrations of community problems should be accompanied with clear analyses of their causes and conditions.

Suggestion: In relation to air pollution, discussion can focus on how companies are encouraged to be responsible for minimizing this condition, and on how infractions of anti-pollution rules and regulations are detrimental to community environments. In relation to the problem of garbage in the streets, discussion can centre on why strikes occur.

p. 34 Problem: A caption reads, "This pass is a help to old people in Calgary."

Suggestion: The term senior citizen can be introduced, along with an explanation of mandatory retirement. Grandparents can often be referred to as examples.

p. 48 Problem: The woman is identified inappropriately here: "But the farmer and his wife can live in the house..."

Suggestion: Better expressions can be substituted, such as "the farming couple" or "Mr. and Mrs._____, who farmed the land..."

p. 63 Comment: While Mr. Weiler is portrayed as an active participant in the community "...where Mr. Weiler attends the school board meetings and where he coaches the hockey team," Mrs. Weiler's activities are not mentioned.

Comment: Problems faced by many farming families today are not dealt with in this section. Supplementary material could introduce some of them, such as the costs involved in running farms and the yearly financial struggles that can lead to their loss.

p. 70-80 Problem: Illustrations in the section "Jobs in the forest industry" depict men working in the pulp and paper industry as well as in the harbour, suggesting unfairly that women do not participate in these industries.

Suggestion: The skills needed to work in these industries can be examined in order to determine the extent to which men and women are equally suited to these jobs.

p. 82-96 Problem: The term "fishermen" is used throughout.

Suggestion: Occupational terms ending with "man" or "men" can be replaced with terms that are not gender-specific; perhaps a term like "fishers" could be substituted here.

p. 93 Problem: A caption here refers to "wives" waiting for their "men" to come home from sea.

Suggestion: Teachers can correct this sexist reference by using parallel terms to refer to married couples: women and men, and wives and husbands.

p. 95 Problem: Of the competitions discussed here--dory racing, fish filleting, scallop shucking--only men are illustrated as participants.

Suggestion: Teachers can point out that women are involved in all kinds of competitive sports, and that the skills shown are not gender-specific.

p. 96 Problem: Throughout the folk song, "The Ballad of the Bluenose," the lyrics use the pronoun "she" to refer to the ship.

Suggestion: Teachers might point out that assigning a sex to an inanimate object is considered sexist nowadays. Things referred to by the feminine pronoun in the past, such as storms and hurricanes, should now be referred to by the neutral pronoun "it".

p. 98 Problem: Signs in the illustration of community buildings in Inuvik appear to be out-dated.

Suggestion: Manpower is now called The Canada Employment Centre, and Foreman's store and Eskimo Inn should be renamed Supervisor's store and Inuit Inn, respectively.

p. 99 Problem: The term "Eskimo" is used throughout the text.

Suggestion: The request of many northern native people that they be referred to by the term "Inuit" should be honoured.

p. 99 Problem: "Something that reminds visitors of the Eskimo people is the igloo church on the north side of MacKenzie Road."

Suggestion: Most tourists need no reminder that the Inuit people have inhabited the north for a very long time. A better focus for discussion can be provided by posing these questions: why did the Inuit people build this type of dwelling, and what type of building is more commonly used today?

p. 115-128 Comment: All of the visuals in the section, "St. John's, A Port Community," depict men at some type of work, and the terms "fishermen" and "businessmen" are never alternated with non-sexist terms like "fishers" and "business executives." Students should be encouraged to research the roles women play in this community, since this subject is distinctly overlooked.

p. 137 Comment: A positive role model is given.

p. 142 Problem: One caption reads "Waitress at the Montagnais Hotel: 'My husband makes good money driving a truck. Any my wages are good too.'" Another caption reads, "Wife of power shovel operator: 'This is a man's town. They enjoy the snowmobile and the Legion. I'm stuck at home with the kids. In winter it gets dark at 2:30. I get fed up sometimes.'" In the first caption, the statement implies that women's work is secondary to men's. In the second caption, the speaker is introduced in relation to her husband's occupation.

Suggestion: Teacher's might rephrase the first statement, so that students can hear it in a non-sexist form: "My husband and I make good wages. He drives a truck." In reference to the second caption, teachers might point out that the woman should have been identified by name or by her own occupation. These clarifications can lead to discussion of the second statement: why does the speaker feel she lives in "a man's town" and in what ways are her activities limited?

p. 142 Problem: "We get a lot of salesmen from the South."

Suggestion: Since occupational terms should not be sex specific, alternatives that can be substituted are sales representatives or salespeople.

p. 153 Problem: "The train brought immigrants."

Suggestion: Class discussion should include what this passage omits: the terrible conditions that immigrants suffered on these trains.

Problem: Illustrations in the section focused on "Florenceville where potatoe is king" depict women working in assembly-line types of work, and men using heavy machinery, farming, and welding.

Suggestion: Students can examine the jobs depicted in order to assess whether men and women are equally capable of performing them.

p. 180 Problem: "The idea of stampedes or rodeos got started by cowboys. These men decided they needed a change from the hard work on the ranch."

Suggestion: This statement can be viewed as sexist, inasmuch as it ignores the hard work done by women on ranches and their subsequent need for leisure activity. To balance the text, class discussion should be turned to the work women do on ranches, as well as to their ability to compete in rodeos.

p. 189 Comment: An illustration shows a woman working in the oil industry, providing a positive role model in this section which otherwise ignores women.

p. 210 Comment: In the statement, "Miss Howitt is a teacher at...,"the women is identified by her marital status instead of by her full name; in this situation, a first name could easily have been given.

p. 219 Comment: The illustration of the female biologist, with a male overlooking her progress, is unfortunate since the text on the previous page gave a good description of "Andrew's mother as biologist." The stance of the two creates the stereotyped image of male authority.

p. 224 Problem: "Skating on the Rideau Canal. Do you think the people from the Mexican Embassy would be good skaters?"

Suggestion: Since this passage tends to reduce the role of the Mexican Embassy staff, asking only that students assess their ability to skate, teachers might pose broader questions about embassy work.

PUBLISHER:	McGraw-Hill Ryerson
TITLE:	Coast to Coast
ILLUSTRATIONS:	69
MALE:	7
FEMALE:	
BOTH:	14
OTHER:	51
WHITE:	21
NON-WHITE:	2

General Comment:

Coast to Coast gives students a good introduction to the development of a community: its beginnings and subsequent expansion. It also takes into account a community's industry and output. It encourages students to inquire into the services available in their own communities.

p. 6 Comment: The question, "How many people can you find in this picture?", refers to an illustration with six people hidden in it, five males and one female. This illustration is sexist in nature, since the artist could easily have included more females so that males would not appear dominant. Throughout the text, in fact, males are depicted as soldiers, miners, and pioneers, while women are depicted in minimal roles.

p. 14 Problem: This statement suggests that there were no people in Halifax prior to the arrival of white settlers. "Halifax is one of the oldest cities in Canada. People began living there more than 225 years ago."

Suggestion: Teachers can point out that the Micmac Indians inhabited the area prior to and during the development of the community now called Halifax. Students should refer to this reference source: The Micmac: How Their Ancestors Lived Five Hundred Years Ago, by Ruth Homes Whitehead and Harold McGee.

p. 18 Problem: The comment, "Pretend you are a television newsman," suggests that all newcasters are male.

Suggestion: Teachers should point out that many journalists are women and use the terms "news reporter" and "news person."

p. 24 Problem: The questions and assignments on this page are directed toward urban schools, a bias illustrated in a sentence like this: "Show all the streets inside the school boundaries."

Suggestion: This section can be adjusted to incorporate rural schools which often encompass a wide area and many small communities; area maps can help to demonstrate this.

p. 36 Problem: Bias emerges from this sentence: "When Mrs. Brass wants to shop for clothes, she drives to a large plaza near the community where Mr. Brass works." Mrs. Brass' task is shown in relation to Mr. Brass' work area, not independently. Students are further instructed to match this statement with a picture. The picture shows Mrs. Brass grocery shopping. (The other statements and pictures to be matched by students are accurate, but this is not.)

Suggestion: Mrs. Brass' activities for the day could be outlined more fully to include her shopping at different locations. A picture of the many stores and services a plaza holds would portray her shopping environment more accurately.

p. 50 Problem: When the text explains the significance of a totem pole, it speaks of Indian people in the past tense: "The Indians who lived north and west of Vancouver told many stories about their past."

Suggestion: Teachers should point out that Indian people (Haida, Nootka, Kwakiutl) continue to live in and around Vancouver, and still carve poles and tell stories of their past.

PUBLISHER:	McGraw-Hill Ryerson
TITLE:	Je Suis Canadien
ILLUSTRATIONS:	67
MALE:	14
FEMALE:	5
BOTH:	16
OTHER:	31
WHITE:	23
NON-WHITE:	3

General Comment:

Je Suis Canadien gives students a good introduction to trade as it occurs between and within countries. It portrays countries involved in world trade as interdependent, since each needs to import different commodities It explains that Canadians must use and protect their natural resources carefully.

p. 6 Comment: The majority of animations in the text are assigned male sex; in the first section all of the characters are male.

Comment: Where food comes from is clearly explained, but no mention is made of the labourers who produce it. Students should be made aware of the ways in which these people can be exploited; teachers might point out, for example, that in places like Ghana, Brazil, and Cuba, labourers work hard for very little pay.

p. 23 Problem: An illustration showing women lined up in a candy store conveys the suggestion that the consumers of chocolate are always female.

Suggestion: Students are aware that everyone enjoys and buys chocolates, and they might be encouraged to supplement the information in the illustration with this fact.

p. 24-25 Problem: The products that factories make are the focus here, to the exclusion of the workers themselves.

Suggestion: Students can be assigned a research project which requires them to determine what materials are used to make a given product. They might also be asked to find out how many different jobs production involves and what these jobs demand.

p. 28 Comment: There is a good illustration of two artists at work, a male and female, as well as a good introduction to communication between language groups.

p. 31 Problem: A young girl says, "I always ask too many questions."

Suggestion: Teachers should point out that "too many questions" can never be asked, and that questions are essential to a learning environment.

p. 37 Problem: Illustrations show men involved in a strenuous canoe race and women (referred to as "pretty ladies" in the text) waving from a stationary position. The women are competing for the crown of La Reine du Carnaval (the Queen of the Carnival).

Suggestion: Teachers might take advantage of these sexist illustrations to have students discuss the ways in which this competition for "queen" is degrading: women are not involved in active competition (racing canoes), but are being judged nonetheless.

p. 54 Comment: The animations in this section, the first to include females, are restricted in that they portray only these characters as female: Henrietta Hare, Wendy Weasel, and, more positively, the wise old owl, Dr. Wyn Wise. Throughout this section, men are shown working in different areas of the logging industry.

Suggestion: Pictures of women in non-stereotyped occupations can be used to point out that jobs need not be considered sex-specific. Students might be encouraged to recognize stereotypes as having arisen from unequal opportunity rather than unequal ability.

Sexist terminology should be avoided unless reference is being made to a specific individual. While the text uses the term "woodsman" generically, "logger" or "wood cutter" are be better alternatives.

PUBLISHER:	McGraw-Hill Ryerson
TITLE:	People of the Plains
ILLUSTRATIONS:	65
MALE:	17
FEMALE:	3
BOTH:	19
OTHER:	26
WHITE:	22
NON-WHITE:	17

General Comments:

People of the Plains gives students a good introduction to the differences in Canadian regions, and encourages comparative analysis. The text also develops the concept of how change in communities affects a city's growth and its people. The material also gives students an opportunity to look at another culture, and to understand that the basic needs of all people are met by different cultural settings. Women's roles beyond mother and aunt, however, are not discussed. Men are portrayed as founders of communities, farmers, and ranchers.

p. 10 Problem: The illustration stereotypes the thinking of children in relation to baking bread: the female child thinks of baking it, the male of the finished product.

Suggestion: All students can be asked if they have ever helped bake bread and if they can remember what has to be done. They should be encouraged to see that it is not a female-oriented task.

p. 15 Comment: The question, "What chores do you do at home?", leaves students to respond on their own. Teachers might take this opportunity to discuss with them different chores that have to be done and whether they are sex-typed.

p. 16 Comment: The farmer's concern with saving the crop, selling the crop, and keeping the farm are well portrayed.

p. 17 Problem: While "Aunt Paula with her business" provides a positive role model, her business is never discussed, whereas Jake's business is discussed at length.

Suggestion: Teachers might make reference to women who are successful business executives or run a business.

p. 20 Problem: "...and no mailmen."

Suggestion: A term like "mail carrier," incorporating both sexes, can be used.

p. 25 Problem: "The man who runs the trading post."

Suggestion: Since the text does not mean to imply that women do not run trading posts, a word like "person" should be used.

p. 28 Problem: Segregation by sex sounds absolute in a line like this: "The men sit together. The women and children sit on the other side of the church."

Suggestion: Teachers can point out that segregation according to sex is not practiced as extensively as it used to be in formal settings like church.

Problem: The role of women in the community--who, we are told, sew mocassins and mitts--is not covered as extensively as the role of men--whose fishing and trapping is explained.

Suggestion: Textual material can be supplemented with an explanation of the sewing skills these women have developed.

p. 35 Comment: The statement, "The men depend on huskies..., "should be qualified, since snowmobiles are becoming more popular.

p. 42 Comment: The sentence, "The children imitate their parents," implies unfairly that this is a culturally isolated phenomenon. Children at certain stages of development, in any culture, imitate their parents as part of a learning process.

p. 43 Problem: The following statement gives the impression that parents are uncaring in this community: "The children play roughly and are not easily hurt. They are taught to be brave about pain. Even if they are badly hurt, no one will help them until they stop crying."

Suggestion: This passage represents an over-generalization. While it is true that most Indian children are encouraged to hold their emotions in check, their injuries are dealt with as they would be in any other culture.

p. 44 Problem: The following passage seems to suggest that living in "town" is desirable for the Hare Indian people and that they may have failed in their goal of being assimilated into mainstream Canadian society: "Some of the Indians tried living in a town, but soon they became unhappy. They didn't have enough money to buy good food. They felt useless and bored. There was no work for them because hunting, trapping, and fishing close to the town was poor."

Suggestion: Students should be informed that some Indian people view assimilation as an undesirable end, and that they prefer instead to maintain their cultural values and lifestyles.

p. 44 Problem: The use of the word "complain" in this sentence is inappropriate: "The Indians of Colville Lake often complain that life is difficult."

Suggestion: Teachers should stress that since the Hare Indians want to continue to hunt, trap, and fish, they accept that certain hardships in their lifestyle have to be contended with in order to maintain their independence.

p. 46 Problem: While the chapter, "Calgary City on the Grow," gives students a good look at a city's changes and why they occur, on the whole it fails to discuss independent or solitary occupations or people. There are illustrations of the different types of work people had to do, but these do not illustrate women playing a major role in pioneering or in the city's development.

Suggestion: The "early years" Calgary material can be supplemented with information about the roles women played in the ranching, farming, and oil industries. The collages of people working in different industries on pages 57 and 61 can be used in discussion of the different occupations men and women now hold.

GRADE FOUR--EVALUATION OF TEXTS

PUBLISHER:	Ginn and Company
TITLE:	World Communities
ILLUSTRATIONS:	351
MALE:	109
FEMALE:	38
BOTH:	70
OTHER:	136
WHITE:	107
NON-WHITE:	97

General Comment:

The text covers a wide variety of changing lifestyles and social considerations relevant to most of the countries discussed. It is written in a manner that is generally non-sexist. The illustrations, however, portray men as the active participant in all kinds of work and sport. There are only a few role models of women in non-traditional occupations, since women are generally portrayed in traditional activities.

The text includes a good collection of graphs, maps, and charts for clarification and extension of written material.

p. 18 Problem: "Canada Manpower" is now outdated as a federal department name.

Suggestion: Students should be advised of the current heading: Canada Employment Centre.

p. 22 Problem: The following statement is abusive: "...he made a face. 'This is not at all like Mother's pasta. It's a soggy mess.'"

Suggestion: It can be pointed out that the context of this comparison is unfair, since the woman was obviously well intentioned.

p. 23 Problem: "Since those days Susan has learned a great deal...She has learned to speak a little Italian. She has learned to enjoy Italian food."

Suggestion: Teachers might point out that since this woman, Susan, also holds a job (not identified in the text), she has obviously exerted considerable effort in learning to speak a new language and to prepare pasta dishes. Here, marital roles might be more generally discussed and students might be asked to consider probable ways in which the husband had to adjust to the wife's needs and to the new community itself.

p. 46 Problem: "When people get together they can make change happen."

Suggestion: This statement is fine in reference to free countries, but should be supplemented with research and discussion on how the process of change can be slow or even frustrated in countries like Chile (military junta) or the U.S.S.R. (communist).

p. 48 Comment: Fuller discussion can be given to factory working conditions which affected children as well as adults.

p. 49 Problem: "Almost half the adults could vote. (But only the male half.)"

Suggestion: Students can be encouraged to research the efforts and achievements women in history have made in their attempts to gain the right to vote.

Problem: "Another French scientist soaks an old pair of boots with latex: the world's first pair of rubber boots."

Suggestion: Since Indians of Central and South America also used latex to water-proof clothing, teachers might ask students to look for research revealing that these poeple made the first rubber boots.

p. 106 Problem: "The caste system still exists. But nowadays it is illegal to discriminate on the basis of caste in hiring, in education, and in housing."

Suggestion: Teachers should point out that legislating against discrimination does not mean the activity stops. Students should discuss the actions a person can take if he or she is refused work on the basis of race, religion, or sex.

p. 112 Problem: The text reads fairly positively: "People come here because they want jobs. You saw all those factories..." the illustration of the worker in the cotton factory, however, shows an individual who appears to be starving (p.113).

Suggestion: Students might be asked to research the widespread poverty in Calcutta, as well as the low wages workers earn.

p. 115 Comment: To Western observers, the Hindu practice of not eating beef may seem senseless, in view of the many people on the border of starvation. However, studies of energy costs and energy yields show that India makes more efficient use of its cattle than the United States does. It is used in every way imaginable, and nothing goes to waste.

p. 135 Problem: In these sentences, the term "girls" is used to describe women: "The girls hear a familiar voice," and "He is very happy to have met the girls."

Suggestion: Teachers might point out that "women" should be used instead of "girls."

p. 168-169 Problem: "Evonne Goolagong" is a misspelling.

Suggestion: "Yvonne Goolagong," the proper form, should be given the students.

p. 170 Problem: Shearing sheep is described in this way: "When a shearer has finished a sheep, he pushes it...."

Suggestion: The assumption here is that shearers are men, and that girls watch. Students might be asked to consider what a shearer does and whether men and women are equally capable of doing this job.

p. 177 Problem: "Sometimes Betty's mother gets fed up with the hard work on the property."

Suggestion: Point out that since hard work is tiring for all involved, the rest of the workers in the family must "get fed up" at one time or another, not only Betty's mother.

Comment: Since the work women do on sheep farms in Australia is not mentioned, students might research this topic.

p. 183 Problem: Since the illustration depicts young women, the use of the word "girls" is inappropriate in this statement: "More and more girls are going to University in Kuwait."

Suggestion: Teachers, making deliberate reference to the "young women" the illustration depicts, might ask students to find answers to questions like these: at one time were males only sent to University?; is there a connection between the expansion of female education and the country's oil wealth?

Comment: The ongoing custom of female domesticity is reflected in these lines: "When the men get back to the house, the feast is ready.... The men eat first. After they have finished, the women and children sit down to their meal." Referring to both Kuwait and Canada, students might discuss the traditional female role in relation to female education and career-planning.

p. 260 Comment: A good portrayal of a female student interested in Physics and Chemistry, and pursuing a related career, is given here.

PUBLISHER:	McGraw-Hill Ryerson
TITLE:	The World of People: The Global Village
ILLUSTRATIONS:	207
MALE:	26
FEMALE:	8
BOTH:	40
OTHER:	142
WHITE:	30
NON-WHITE:	37

General Comment:

This text develops the concepts of interdependence, change, and migration in an interesting and active way. It outlines many useful classroom activities that encourage individual and group research.

The text does a good job of describing the diversity between communities and cultures, but it fails to acknowledge the social concerns within these communities. Involvement in suggested activities may lead students to discover what these concerns are, but no activities make such discovery their focus. A related problem is the text's failure to deal with examples of frustrated social change; an example should be cited like Santiago, Chile, where a military junta can hold power for years despite demonstrations and riots.

Language in this text is non-sexist. Illustrations are biased, however, in depicting all students as white, with the exception of one black girl on page 58.

ENGLISH/LANGUAGE ARTS: ANALYSIS OF BASAL READERS

As students pass through K-12 in English/Language Arts, they are exposed to a plethora of print and visual material--fiction and non-fiction, realism and fantasy. Since situations and role models from books can make indelible impressions on young readers, teachers should try to present only those materials that treat both sexes and all races equitably. Teachers should be particularly alert to the negative influence that fictional stereotypes of women can have on the real lives of girls and women. To help correct this influence, teachers can offer students additional material that reflects female reality more adequately. This corrective process should be undertaken, however, whenever negative images occur, be they related to sex, race or ethnicity, or class.

But still another problem, this one language specific, bears on the way in which English/Language Arts students learn to perceive women. Sexist language, which tends to exclude women or to stereotype them into particular roles, is still apparent in some texts. The Canadian Advisory Council on the Status of Women has pointed out the harmful effects of sexist language: "Research shows that when the word man is used rather than human being, listeners or readers visualize men much more often than they do women."[7] Of course, people in general are not all of the male gender, and the generic usage of "man" and the vocabulary emanating from it should be avoided in order not to perpetuate "the invisibility of women."[8] Further, since the proper use of language is basic to Language Arts study, the appearance of sexist language in materials related to this discipline is particularly objectionable.

An analysis of the areas of bias that appear in many of the basal readers currently used in Manitoba's elementary schools is provided on the following pages. It is hoped that teachers will use this analytical section in conjunction with their teachers' editions of the basal readers. Books are arranged in alphabetical order by publisher and according to grade level within each series.

The following outline indicates the questions used to evaluate each text and the rationale upon which analysis was based:

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[7] Quoted from the Language Arts Newsletter, March, 1984.

[8] Sah Manju and Catherine Rancy, Guidelines for Non-Sexist Writing, Canadian Advisory Council on the Status of Women, March 1984.

1. What percentage of major characters are male and female?

   An equal distribution of male and female characters ought to exist in educational materials. The argument that boy-oriented material is necessary to counter the feminine atmosphere of our elementary schools and to help boys who have more reading difficulties than girls disregards the growth of female students. To provide a parade of negative and inadequate female characters in order somehow to benefit the male pupils is a practice that cannot be supported by teachers working to provide equal educational opportunities for all students.[9] All students can enjoy reading about active, adventurous characters of both sexes.

2. What percentage of the illustrations contain males, females, both sexes or neither sex?

   Children in primary grades pay a great deal of attention to pictures in their books. If one sex is included in illustrations more often, students may mistakenly believe that one sex is more important, more interesting, and more valued than the other.

3. What adult role models are presented to boys and girls?

   Boys and girls should be presented with a wide range of career options. The options presented in classroom materials should not be limited and defined by the sex of the characters, but should reflect the multitude of role models that exist in the community. Role models in readers are so important that they are listed in summary form later in this section, following the review of individual basal readers. The role model summary indicates the number and range of occupations in which males and females are portrayed in written and picture form.

4. What range of minority cultures and economic levels are represented?

   Canada is made up of many people representing a diversity of ethnic, racial, religious and economic groups. Children in our schools come from both poor and wealthy families. Materials should reflect this diversity.

5. What specific examples of sexual stereotyping or negative images exist?

   Examples of biased statements and stereotyping are identified, followed by suggestions for their correction. Positive image books

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[9]Farquhar-Dunn and Burr, Sex Stereotypes in Elementary and Secondary Education, (Los Angeles, California: Westside Women's Committee, n.d.) p. 8.

which could be read to the class or by individual students to provide new outlooks and offer alternatives to stereotypes are listed. If, for example, the girls in a reading selection are extremely passive or fearful, a book which contains strong and active girls could follow as an alternative.

PUBLISHER:	Gage Publishing
TITLE:	Expressways
ILLUSTRATIONS:	373
MALE:	66
FEMALE:	61
BOTH:	47
NEITHER:	97

Race and Class:

Urban settings are grossly neglected as the series focuses primarily on the countryside and nature. Core area children may find little with which to identify. Another weakness in the series is the emphasis on a middle-class perspective and a conspicuous neglect of the low-income and working classes. Illustrations of the traditional two-parent family unit are dominant. Few examples of other family units such as the single-parent family are given.

Except for native Indians, ethnic groups are under-represented, both in illustrations and selections, as main characters. Illustrations tend to depict non-whites, as part of a group, with blurred and indistinct features. This blurring prevents young readers not only from recognizing the distinctive features and physical appearances that identify particular races, but also from seeing these individuals in anything but secondary roles.

General Comment:

Authors of this series have made obvious efforts to avoid sexist language, biases, and negatives images; they have chosen an equal number of boys and girls to serve as main characters. But there is an imbalance in adult female and male characterizations, with adult females being underrepresented throughout the series.

The majority of female roles are traditional, representing women in domestic situations. Young girls and women are most often depicted as the less active, less decisive and more dependent sex, while males on the whole are portrayed as more active participants. Single women are completely ignored in the texts as most females are referred to as "Mrs. ____." There are, however, several positive portraits of women in non-traditional roles.

Selections dealing with the elderly are few and, while positive interaction between the young and the old is shown in several places, the elderly are usually stereotyped as frail and helpless. Generally, little positive interaction is depicted between children and adults. In many instances, adults (often women) are shown scolding children, and too few scenes of affection are given to balance the picture.

The series as a whole needs to be supplemented by additional materials. Women need to be shown in more varied and positive roles, and supplementary materials might enrich the profile of women both in traditional

occupations inside the home and in less traditional occupations outside the home. Extra materials should also be introduced to help students understand the ethnic, racial, social, and economic diversity of Canadian society.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Cartwheels
SELECTIONS:	31
MALE:	5
FEMALE:	8
BOTH:	5
NEITHER:	10

Adult Role Models:

Male: father, tree-cutter, king, farmer, bear trainer, wise old man, canoe maker.

Female: mother, grandmother, farmer, pilot, kite store manager.

Race and Class:

Although non-white children are in several of the illustrations, cultural diversity is not adequately dealt with in the selections. The story of the black girl takes place in a traditional African setting and offers little information about her culture. Neither is there a balance between rural and urban settings, or between various social structures.

General Comment:

Although an attempt has been made to portray women in non-traditional roles (such as pilot and kite store manager), for the most part adult role models are few and not clearly defined. Further, since adults are often seen scolding children or punishing them, additional materials depicting positive interaction would help present a more balanced perspective.

. "Bonnie Smithers, You're Driving me Dithers"

p. 7 Problem: The mother, repeatedly shown in the narrative and illustrations as a scolding adult, gives another harried order: "Now throw away that banana peel and behave yourself." Throughout, the mother must repeatedly scold the child, before the child obeys. One wonders if a father would be similarly portrayed as ineffectual. The child is also portrayed in a negative way, in being shown as bothersome, badly behaved, and unable to entertain herself quietly.

Suggestion: Students can discuss the importance of paying attention to both parents and of being responsible sometimes for their own activities.

. "Finders Keepers"

pp. 19-20 Problem: Although both adults scold the child in the following excerpts, the female reacts childishly while

the male responds more calmly and rationally: Mrs. Slade: "Any my two cakes." (Shakes finger at him and goes out.); Mr. Mevic: "I'm surprised at you, Marco Mevic. You let all your friends think you had lost a quarter."

Suggestion: The class can discuss whether the portrayal of Mrs. Slade is realistic at the end, and whether it is likely that she would have taken back the cupcakes.

. "What Do You Do With a Rope?"

pp. 21-31 Comment: In dealing with a relationship between grandparent and child, the story presents a rarely depicted theme, but whether they live together by themselves is not clear.

p. 28 Problem: "A little girl?" he said, "My goodness."

Suggestion: Students can discuss why the boy would make such as statement.

. "Who's Little Wych"
"Little Wych to the Rescue"

pp. 33-41 Comment: The intelligence of naming fragile looking little blonde girls "Wych" is questionable, no matter how "nice" or "helpful" they are.

. "Fingers Before Forks"

pp. 45-48 Comment: The artist could have used this opportunity to depict the variety of people populating the earth since early times, but illustrations do not feature any non-whites.

The final illustration, portraying the traditional two-parent family, would have been an excellent opportunity to depict other forms of family units.

. "Horses Before Tractors"

p. 56 Comment: This is a good photograph illustrating that both male and female can be involved in similar physical activities. Teachers may want to supplement this with wall posters showing women in other strenuous farm activities.

. "Zama's Talking Bird"

pp. 62-70 Problem: In this, the single selection with a black as

the main character, the setting is traditional and the illustrations are sterotyped.

Suggestion: Teachers may want to introduce materials which present a broader perspective on Africa, or a more contemporary image of black people. More to the point, materials dealing with blacks in Canada might be introduced.

. "Making Bread"

pp. 81-89 Problem: The boy and girl in the photographs are non-white and obviously from a non Anglo-Saxon culture, yet are depicted in twenty-two photographs as baking bread that can be found in any home in Canada.

Suggestion: Since the different types of bread reflect an aspect of Canadian cultural diversity, teachers might arrange for students to visit various bakeries to taste and enjoy the different types.

. "There's O'Flaherty"
"The Kite Store"

pp. 90-93 Comment: These stories and illustrations provide the most positive and useful female role models in the book. Discussion at this point of the many occupations available to women would help to offer a balanced and positive image of women.

. "Paper Route"

pp. 139-147 Problem: Children do negative things in this story, as they do in so many stories in this series; adults relentlessly scold children another feature common in this series.

Suggestion: Teachers mights pose questions like these: do any of the students manage a paper route successfully?; do they know any young person who has a paper route?; does the story offer a realistic view of how adults would solve the problem?

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Chinook
SELECTIONS:	83
MALE:	13
FEMALE:	11
BOTH:	6
NEITHER:	22

Adult Role Models:

Male: road worker, father, old hermit, zoo-keeper, pilot, lumber yard worker, astronomer, rodeo clown, cowboy, grandfather, house builder, camp director, worm picker.

Female: milkwoman, mother, zoo-keeper, ballet teacher, taxidermist, grandmother, teacher, pastryshop owner.

Race and Class:

This book presents a middle-class approach to lifestyle. Most families represent the traditional two-parent structure. When families other than the two-parent unit are mentioned, it is not clear whether they are single-parent families in any but two of the eighty-three selections. Thus the young reader does not gain a balanced perspective of the various family units in society today. In both illustrations and stories, the ethnic, cultural and racial diversity in Canada is under-represented. Since there is a further bias towards stories set in the countryside, core area children, as well as children who are not particularly well-off, may find it difficult to identify with the selections in this book.

General Comment:

Although the portraits of male and female protagonists are roughly equal in number, the males are more often shown to be involved in strenuous physical activities, often outdoors. And adult male activities are described in more detail. Even when females are depicted in physical activities or in activities outside the home, their work is seldom described. The authors have missed many opportunities to offer young readers a realistic picture of the importance of women in the workplace and the home.

. "Raui, Queen of the Jungle"

pp. 13-19 Problem: This is the only story in the book about East Indians, and it has a fantasy and traditional setting.

Suggestion: Discussions and additional material can be used to expose young readers to a more contemporary view of the East Indian culture and the way East Indians have integrated into Canadian society.

. "Josh's Secret"

p. 44 Problem: This story may create the impression that ballet is primarily an activity reserved for females which, by and for itself, is not good enough for males: "Then he thought again. Pratice! His ballet pratice! All those exercises! That's what had given him speed, strength, agility! If he was to help beat the Spruce Street Team on Saturday, he'd better keep in shape."

Suggestion: Materials, particularly visuals, can be used in discussing well-known male ballet dancers, and the ways in which ballet is incorporated in many modern dance routines, such as those students see on television.

. "My Uncle is a Rodeo Clown"

pp. 56-59 Problem: The story presents the world of the rodeo as primarily a male one. This would have been a good opportunity to include a female character working in a career that is often perceived as male-oriented.

Suggestion: Discussion could focus on the different rodeo events and activities in which women participate; there are, for example, female clowns and bronco busters. Stories about women ranchers working with their livestock or showing their teams at country fairs may be read or written as supplementary activities.

. "A Good Place to Be"

pp. 60-62 Comment: This is an excellent story about a child's sharing her innermost thoughts with other children who appreciate and accept this sharing. It is also a refreshing portrayal of a native child sharing her closeness to nature with other non-native children.

. "The Sidewalk Racer on the Skateboard"

p. 63 Problem: The poem is neutral, yet the illustration shows a male. This exemplifies the tendency, perhaps unconscious, to portray males instead of females.

Suggestion: Teachers can ask their class if they all like to skate, and if they know older boys and girls who like to skate and are good on skateboards.

. "The Tree House that was Different"

pp. 68-74 Problem: This is a typical "male" story, portraying men in the wild outdoors.

Suggestion: The class might discuss whether girls could have helped the grandfather just as much.

. "First Snow"

p. 75 Comment: Since the text of the poem is equally applicable to boys and girls, students might discuss the extent to which they all enjoy playing in the snow with sleighs.

. "Cheering Warmth"

p. 78 Problem: This is one of the few family portraits that clearly depicts a single parent; here, mother and child live with a grandparent. Unfortunately, the working mother is portrayed as unhappy, overworked, tired, and unable to care properly for the child: "At night, Mom was so tired and unhappy she didn't feel like talking or even listening. So Maria couldn't tell her how lonely she felt...how she missed Mom and daddy..."

Suggestion: This important topic can best be discussed with supplementary materials selected to balance the image of motherly neglect and inability to cope. Students can be asked to respond to questions like these: are children in families where both parents work neglected by their parents?; is it work that makes the mother unhappy?; is this a realistic portrayal of a working single parent?; why should the child miss her mother when she still lives with her mother?

Perhaps the story "Live Bait" could be used in conjunction with this story (pp. 144-150).

. "Seasons in the Maritimes"

pp. 86-91 Problem: These photographs, while they portray the Maritimes in all its seasons, portray Maritime society as all-white.

Suggestion: Additional materials, preferably visual, can be used to present a more balanced view of the cultures and peoples in the Maritimes.

. "The Misunderstanding"

pp. 120-124 Problem: The story is more about misunderstanding between young people than about the French culture itself.

Suggestion: If the class wishes to discuss aspects of the French culture, then additional materials will be necessary.

. "Live Bait"

pp. 144-150 Comment: This is a positive story about what appears to be a well-adjusted single-parent family, where the mother copes quite well with work and family.

. "The Cow in the Kitchen"

pp. 218-223 Problem: Even when girls are placed in the outdoors, they are more domesticated and less physical in their activities than boys.

Suggestion: Students can be asked to consider whether they would want to bake pies on a camping trip.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Handstands
SELECTIONS:	34
MALE:	4
FEMALE:	8
BOTH:	2
NEITHER:	20

Adult Role Models:

Male: mayor, letter carrier, father, teacher, uncle, baron, farmer, engineer, ship's captain, television ad person, grandfather, building superintendent.

Female: working mother, stay-at-home mother, bread baker, pioneer, housekeeper.

Race and Class:

Most selections in this book present a mythical and imaginary animal world. A limited number portray people as main characters. The authors have attempted to present a mixture of family structures and social classes; however, the traditional two-parent family dominates and poor and urban lifestyles are under-represented.

A single selection presents blacks in an African setting; there is a stereotyped image of a wise old black African who does nothing in the story but impart knowledge. A story about blacks in Canada would have been more appropriate. Selections about native Indians say little about the people and their culture.

General Comment:

Adult female characters are minimally developed. At least twelve male roles are mentioned to only five for females. This presents a dismal and unrealistic image of women in Canadian society, failing to indicate either the extent or proportion of their career involvement. Additional materials depicting women as active participants in society should be used, perhaps in conjunction with the most positive selection, "Rescue at Apt. 317."

. "Peter's Holiday"

pp. 55-62 Problem: Since the train engineer, the ship's captain and the pilot are all males, students may misunderstand and think these occupations are the domain of males.

Suggestion: The class might consider whether they have seen female bus drivers and the teacher might show them pictures of women as pilots or engineers.

. "Pioneer Village"

pp. 101-106 Problem: This selection does not encourage students to realize that women contributed much more than bread baking or spinning to pioneer society; it fails to make clear that women often worked as hard as men in the outside elements.

Suggestion: A film on women in Western Canada's prairie could provide students with excellent additional exposure to pioneer life in Canada.

. "The Reed Whistle"

pp. 107-112 Comment: This story, the only one in the book concerning a visible minority (black), is a good one about the relationship between a young boy and his grandfather. But since its setting is traditional, depicting a young African native responding to nature, an additional selection which takes a more contemporary approach to life in Africa should be used.

. "A Saturday Spin"

pp. 122-129 Problem: Females tend to be portrayed as unkind or unfriendly to children: "'You have to put a quarter in,' said the woman in an unfriendly voice."

Suggestion: Students can discuss whether adults, male or female, would act in this way, or whether they would more likely offer help.

. "Rescue at Apt. 317"

pp. 144-159 Comment: This is a refreshing story which shows a young girl helping an elderly person. It demonstrates that girls can be independent, problem solving and decisive.

Problem: The image of the fragile and helpless elderly person is sterotypical, and needs to be balanced by a more positive image.

Suggestion: Students can discuss the daily lives and activities of senior citizens they know. The class can even visit senior citizens' homes or clubs to observe the activities pursued by residents or members.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Hide and Seek
SELECTIONS:	13
MALE:	3
FEMALE:	3
BOTH:	4
NEITHER:	4

Adult Role Models:

Male: father, grandfather, window-cleaner, engineer, car mechanic, baker, factory worker.

Female: mother, bus driver, cashier, factory worker, candy-maker.

Race and Class:

The text attempts to present a diversity of races, but illustrations of whites are disproportionately dominant. There are forty illustrations of whites, fourteen of non-whites, and twenty that include both whites and non-whites. The four illustrations of parents and children offer several family structures--traditional two-parent; mother and son; mother, daughter, and grandfather; and father and children.

General Comment:

Adult roles are few, but women are shown in more traditional and less challenging roles than men. The text does not offer a diversity of experiences that would allow children to appreciate the cultural mosaic that Canada represents.

Additional materials depicting women in a wide variety of occupations and portraying the diverse races, colors, classes, and cultures in Canada should be used to supplement this text.

PUBLISHER: Gage Publishing
TEXT: Expressways: Hopscotch
SELECTIONS: 11
MALE: 4
FEMALE: 1

Race and Class:

This is one of the better texts in the series. Obvious effort has been made to prevent the appearance of race or gender biases or stereotypes, and as a result the selections present a fairly well-balanced image of a racially diverse society. But the activities shown are still middle-class in orientation, and illustrations of non-whites by themselves are rare.

General Comment:

Adult roles, limited though they are, present males and females equally and positively. The avoidance of sex stereotyping is evident in the roles given to male and female (father putting child to bed, father preparing dinner for child, mother gardening with son, mother and father saying "no" to a child). These characterizations can help students to grasp the roles both sexes play in contemporary society. Also good are the several illustrations showing children in active play with adults.

If there is class bias, and none is obvious, then it is towards a middle-class perspective.

PUBLISHER: Gage Publishing
TEXT: Expressways: Leapfrog
SELECTIONS: 34
MALE: 11
FEMALE: 9
BOTH: 8
NEITHER: 5
GRADE: 1, Level 3

Adult Role Models:

Male: police officer, firefighter, father, factory worker, letter carrier, bus driver, hunter, barber.

Female: mother, police officer, store keeper, factory worker, teacher.

Race and Class:

This book is generally good as a primary text, but teachers will need to note subtly biased images in the stories and illustrations. For example, the stories have a middle-class bias, and homes are illustrated as neat single-family dwellings on neat streets. Another illustration depicts a workplace stereotype, showing non-white women in a garment factory setting.

But on the positive side is a story about a native Canadian boy, set in realistic surroundings, which helps to represent the multicultural-multiethnic nature of Canada. And in illustrations, non-whites are represented in a relatively fair proportion, although their physical appearances are often too indistinct to indicate particular races.

General Comment:

There is a good balance of stories about boys and girls engaged in relevant and positive activities. However, adult role models are limited and not clearly outlined. Where they do appear, women are the persons at home, leading students to see them primarily as mothers or homemakers. Men, though shown primarily as fathers, appear to be connected more with the outside world.

- "When Danny Went to the Zoo"

pp. 5-8 Comment: The illustrations of the boy make it difficult to determine whether he is East Indian, native Indian, or black.

pp. 38-39 Problem: It is difficult to identify how many of these children are black, Chinese, or white.

Suggestion: Children should be encouraged to appreciate the differences among races, and to recognize that people, no matter what their racial features, are

individual human being like themselves.

pp. 18, 76-77, 78-79, 180 — Problem: Some illustrations blur the difference between the sexes.

Suggestion: Students can draw their own illustrations of boys and girls engaged in different activities.

. "Johnny and Tuya"
"Normie's Goose Hunt"

pp. 116-118, 166-173 — Problem: Stories about outdoor physical involvement tend more often to be about boys and fathers, needlessly ignoring girls and mothers. In the Normie story, for example, even though the entire family is said to be involved in the hunting trip, the females are not shown in the illustration in any active participation.

Suggestion: Students can discuss some of the activities involved in such a trip. Through their own illustrations, they can show the mother and sister doing some of these chores, such as putting up the tent, going for water, cooking the food over the camp fire, or hunting the geese.

PUBLISHER: Gage Publishing
TEXT: Expressways: Robin-Run
SELECTIONS: 80
MALE: 12
FEMALE: 7
BOTH: 2
NEITHER: 16

Adult Role Models:

Male: father, farmer, hunter, chief, pigeon breeder, canoe maker, grandfather, zoo-keeper, baggage handler, writer, elevator operator, Rabbi, husband, pilot, song-writer, teacher, storyteller, circus crew member.

Female: grandmother, teacher, reporter, wife, dairy producer.

Race and Class:

Many of the stories deal superficially with Canadian culture. Selections on the working class and the poor are lacking and emphasis is placed on the middle class. Imbalances appear in other areas, such as in the presentation of family units (emphasis on two-parent families) and family settings (emphasis on rural areas, neglecting core areas). The book does present several selections on non-white groups, but these are primarily limited to native indians.

General Comment:

There is a scarcity of female adult role models: about eighteen occupations for men are given compared to about five for women. Additional materials are definitely needed here to show women in various occupations and activities outside of the home.

. "Janey"

pp. 6-7 Comment: This is an excellent poem about a young child's sense of loss when a friend moves away. The artist is to be commended for using a non-white female in the illustration. The setting is also a neutral one and could be any place.

. "Mukluks"

pp. 9-12 Comment: This story is good in its treatment of the relationship between a grandmother and grandson and the native culture. It shares with the reader how a young boy can feel trapped within limits of tradition and culture. Non-natives may also be able to find similar situations in their lives.

Suggestion: Students can discuss whether they sometimes wish for something different, something from

another culture. They can list some of the things from other cultures that they like or admire.

. "Moose Jaw Maggie"

pp. 14-19 Comment: This is a humorous story with an important message.

Suggestion: The meaning of the story and the similarities amongst languages from different cultural groups in Canada can be discussed.

. "Four Legs"

p. 40 Problem: The story places the native Indian in a traditional and historical context. The illustrations construct an outdated vision of the "noble savage" in nature.

Suggestion: The students can recognize that this is a dated image of the native Indian if they are exposed to more contemporary material. As well, someone from the native community can speak on the changing lifestyles of Indian people over the years.

. "The Moonlight Dance of the Whooping Cranes"

pp. 118-124 Problem: This story, about a boy's discovery of whooping cranes in the marshes, devotes a lot of time to explaining the father's occupation and place in the family. Although the mother is present, she is relegated to the background.

Suggestion: Illustrations of more contemporary family portraits would offer a broader outlook on the family as it has evolved.

. "Emily Carr"

pp. 128-132 Comment: Emily Carr was a determined woman, and amidst much hardship, maintained her artistic pursuit. She provides an inspiring role model of determination and success for young girls.

Suggestion: Additional materials on Emily Carr's life and works would be an excellent extension to this story.

. "Twenty-One Trolls and a Dragon"

pp. 138-151 Problem: The dialogue tends to be judgmental: "Well, we must not give in too easily or they'll have us doing all sorts of menial jobs, like greasing cookie sheets, coring apples and cleaning out frosting pans."

Suggestion: This drama, with an all male active cast, is tedious in dialogue and content, and can be omitted. If it is included, the class can be asked if they have ever performed the tasks mentioned, or if their parents bake cookies or core apples. They can be asked if these or any jobs are menial.

. "The Rabbi and the Twenty-Eight Screeches"

p. 171 Problem: This statement implies that only the men in the village are brave: "Quickly, fetch twenty-eight of our bravest men."

Suggestion: This sexist approach to problem solving, biased against the strength and courage of females, can be balanced if the feats that women have performed over the years are discussed.

. "Parkdale Community Festival"

pp. 180-186 Comment: These photographs offer a colorful portrait of Canada's rich cultural and racial diversity.

. "What Color is Danger"

pp. 188-193 Comment: The story itself is a good one. However, the absence of women from the narrative and illustration distorts the reality of what such situation would involve.

Problem: The lost boy's mother and women from the village are not active in the search and concern shown for the boy, which is typical of this book's tendency to neglect the female presence.

Suggestion: Since an increasing number of children have been reported missing in recent years, this is an important subject for adults and children. The searches are often widely publicized through the visual and print media. Discuss whether men and women are often involved in these searches and whether it is realistic to ignore the mother in such as story.

. "Pretty Brown"

pp. 144-145 Problem: The poem itself appears to be neutral in that it does not refer to a boy or girl specifically. However, the photographs depict females.

Suggestion: Students can consider whether the "pretty brown" of the poem refers to color rather than sex. The poet, of Arawak Indian ancestry from Guyana in South American, perhaps has a colour in mind that may be a "pretty brown." If the teacher reads the poem to the student, first pointing out that "pretty" does not automatically refer to females, they can then be asked to draw their own versions of the person in the poem.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Somersaults
SELECTIONS:	34
MALE:	10
FEMALE:	11
BOTH:	1
NEITHER:	9

Adult Role Models:

Male: father, photographer, janitor, peddlar, fisher, wood carver, hunter, streetcar driver, road builder, grandfather, apartment superintendent.

Female: mother, house painter, veterinarian, storyteller, grandmother.

Race and Class:

The selections slant towards middle-class attitudes, although the editors have attempted to present a broader perspective. The wide range of housing types available in Canada is covered, but only traditional family units are portrayed. When fathers are absent, single-parent family units are not clearly portrayed. The illustrations of people are often quite ambiguous, making it difficult for students to identify and appreciate racial distinctions and differences.

General Comment:

There are more adult male role models than female; male occupations are varied, while most females fit within a traditional career framework. In the single story about a female in a non-traditional occupation (house painter), the character still exhibits many traits traditionally attributed to females. In general, adults are often shown scolding children, a picture which is not balanced with scenes of adult tenderness towards children.

. "'Yeuck!' said David"

p. 28 Problem: It takes a male, even if a boy, to bring order to the situation in this story: "'Daaaaaaa-vid! Smarten up!' said Jimmy. He gave David a poke in the back."

Suggestion: The underlying assumption here is that the female cannot cope with the child. To challenge this assumption, students can be asked to discuss the importance of paying attention to both parents.

. "Helpful Marty"

p. 33 — Comment: It is difficult to identify the race or ethnicity of this family.

pp. 33-40 — Problem: Marty is shown as incapable of performing simple tasks, even though the illustrations suggest that she is about six or seven. The parents are shown as impatient adults.

Suggestion: The class can discuss some of the tasks they perform at home to help out. They can consider whether they could do some of the things Marty tries to do and whether their parents appreciate their help and take time to show them how to do things correctly.

. "The Painter's House"

pp. 42-43 — Problem: Although Mrs. Bundy pursues a non-traditional occupation, her character develops according to a negative female stereotype: "'Oh dear' said Mrs. Bundy. 'Oh my!' said Mrs. Bundy. She shook her head at her own house. 'Oh dear!' thought Mrs. Bundy. 'What color shall I paint my house'."

Suggestion: At this point the selection "A Veterinarian at Work" should be introduced to demonstrate that working women are decisive and problem-solving people. Other materials may also be introduced in order to lead students to question why such feeble dialogue is used and why a female painter is shown painting her house different colours.

. "Katie, Be Quiet"

p. 14 — Problem: This selection presents noisy and bothersome children and scolding and intolerant adults.

Suggestion: Students can discuss the activities they pursue which help them to entertain themselves quietly and not disturb others.

PUBLISHER:	Gage Publishing
SERIES:	Expressways: Skip Along
SELECTIONS:	13
MALE:	2
FEMALE:	2
BOTH:	7
NEITHER:	2

Race and Class:

Of the sixty illustrations in the text, over half portray human beings; twenty are of whites and fifteen include both whites and non-whites. An imbalance exists in the extremely low number of illustrations (only two) that show non-whites by themselves.

General Comment:

The text is fairly representative of both sexes. There are seven illustrations of girls, five of boys and many which include both boys and girls. There are limited numbers of adult roles, but where they are present, women are shown in non-traditional roles (caterpillar tractor operator and athlete). The book's main weakness is in its subtle bias towards middle-class standards, and its portrayal of traditional two-parent family units to the neglect of the varied family structures which exist in society today. Overall, this book does not appear to be problematic in terms of sex stereotyping.

PUBLISHER:	Gage Publishing
TEXT:	Expressways: Trampolines
SELECTIONS:	29
MALE:	5
FEMALE:	7
BOTH:	-
NEITHER:	15

Adult Role Models:

Male: cattle driver, chief, father, pilot, doctor, genie, lifeguard, police officer, fisher, factory worker, janitor, king, farmer, school principal.

Female: mother, naturalist, princess, grandmother, nurse, hide tanner, factory worker, teacher, farmer's wife, servant girl.

Race and Class:

This book emphasizes rural and natural settings and tends to ignore urban settings. Therefore, children in core areas may find difficulty in identifying with the themes of many of the selections. The focus on nature, while in itself commendable, leads to the neglect of other aspects of Canadian life, and leaves areas such as cultural and ethnic diversity unexplored. The book's middle-class depiction of traditional two-parent families ignores the various structures now operative. The single story about a non-white, however, presents a good pictorial account of the traditional task of smoke tanning performed by native Indians.

General Comment:

The book offers a limited number of selections which deal with realistic situations. There is little recognition of the multicultural aspect of Canada. Adult roles are not clearly defined and females are not presented from a particularly positive perspective. Additional materials presenting more realistic situations and balancing rural with urban selections should be used.

. "Paula"

pp. 70-74 Problem: This is the only story in the book that explores the role of the aged in society, yet the images are not positive.

Suggestion: Additional materials, preferably visual, should follow this story to help students appreciate that the aged are not all feeble and deformed. Further, students can be asked to describe their grandparents or other elderly people they may know.

. "Connie Catches a Fish"

pp. 78-83 Comment: This is a refreshing story about a girl involved in an activity typically performed by boys and men. But while the father's occupation is described in detail, the mother is not mentioned, even though it is said that the family helps build the weirs.

. "Kristli and the River"

p. 86 Problem: The preface to the story explains that Kristli is a Mennonite, yet the story sheds little light on the Mennonite culture or way of life. The authors have missed the opportunity to share this culture with young readers.

Suggestion: Students can be encouraged to look for additional information about the Mennonites or to undertake a class project depicting aspects of Mennonite daily life.

. "Smoke Tanning"

p. 98 Comment: This story provides an excellent portrait of the skillful work done by native women.

Problem: A contemporary image of native Indians is not given: "The Indian people of Canada always hunted animals for food."

Suggestion: Discussions can focus on questions like these: do native Indians still hunt for food in Canada?; do most of them still use the hides to make clothing?

. "Running Shoes"

pp. 108-113 Comment: The illustrations could have offered a more realistic view of the diverse races in Canadian society.

. "Hot-rod and the Night Sweeper"

pp. 114-131 Problem: Here, the male is the traditional authority figure, and the female the elementary school teacher.

Suggestion: The class could dramatize the story, with the Hardy and Gibson roles reversed.

. "Emmelina Semolina"

pp. 136-147 Comment: This selection offers a poor image of the female and may well be omitted.

. "How the Farmer's Wife Took Care of Things"

p. 151 Problem: This story presents a somewhat stereotyped image of the female who must always await the male's final decision: "...I think I'll wait until my husband comes home and see what he says."

Suggestion: Discuss women the students may know--mothers, aunts, teachers--who could likely have solved the problem themselves.

PUBLISHER:	Ginn & Company	
TITLE:	First Prize for Mr. Mugs	
ILLUSTRATIONS:	Total Number	73
	Male	16
	Female	3
	Both	45
	Neither	9
MAIN CHARACTERS:	Selections	21
	Male	6
	Female	2
	Both	7
	Neither	6

Adult Role Models:

Male: father, veterinarian.

Female: mother, teacher, principal.

Race and Class:

Diverse ethnic groups are portrayed in this series.

General Comment:

On page 55, girls are described as being afraid of spiders. The students might discuss whether they fear spiders and the teacher point out that girls are not necessarily more afraid than boys and that all spiders are not dangerous.

PUBLISHER:	Ginn & Company	
TITLE:	Mr. Mugs	
ILLUSTRATIONS:	Total Number	15
	Male	4
	Female	0
	Both	9
MAIN CHARACTERS:	Selections	16
	Male	5
	Female	3
	Both	5
	Neither	3

Adult Role Models:

Male: teacher.

Female: bus driver, police officer.

Race and Class:

The characters represent people from many ethnic groups.

General Comment:

A commendable effort has been made to eliminate bias in this series. Women are employed in non-traditional occupations. Men are responsible for home-related tasks.

PUBLISHER:	Ginn & Company	
TITLE:	Mr. Mugs - A Jet Pet	
ILLUSTRATIONS:	Total Number	57
	Male	32
	Female	0
	Both	23
	Neither	2
MAIN CHARACTERS:	Selections	17
	Male	11
	Female	0
	Both	5
	Neither	1

Adult Role Models:

Male: father, airport worker.

Female: mother.

Race and Class:

No non-white or non-middle class major characters.

General Comment:

In this story, all the airport workers are men, which may give students the impressions that women do not fill any of the variety of occupations that make an airport functional. Teachers can correct this mistaken impression by reading the children's book Ready for Take Off, by Beverly Allinson, with their students. This book's subject is a female pilot based in Winnipeg and its photographs were taken in the Winnipeg International Airport.

PUBLISHER:	Ginn & Company	
TITLE:	Mr. Mugs Plays Ball	
ILLUSTRATIONS:	Total Number	67
	Male	2
	Female	1
	Both	56
	Neither	8
MAIN CHARACTERS:	Selections	18
	Male	2
	Female	0
	Both	12
	Neither	4

Adult Role Models:

Male: teacher, store owner.

Female: teacher, window repairer.

Race and Class:

The characters represent people from several ethnic groups.

General Comment:

The presentation of women and girls as good baseball players, of women and girls in slacks, and of women fixing windows is new and praiseworthy. In general, no biased references are included.

PUBLISHER: Ginn & Company
TITLE: Starting Points in Language Arts Series
GRADE LEVEL: K-4

Race and Class:

This series attempts to confront the question of racial and ethnic diversity, and for the most part biases and negative images are avoided. However, Anglo-Saxons are often featured as the major characters; when non-Anglo-Saxons, particularly native Indians, are portrayed, they are depicted in legends, folktales, fairy tales or traditional settings.

General Comment:

Although there are a few positive role models of females, women are portrayed most often in traditional roles or relegated to the background. Males are depicted as more active, and their role models are overwhelmingly abundant. The series as a whole does have positive perspectives, but each text needs to be assessed individually before it is used to determine if additional materials are required.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: It's Saturday	
ILLUSTRATIONS:	Total Number	61
	Male	23
	Female	4
	Both	12
	Neither	22
MAIN CHARACTERS:	Selections	14
	Male	7
	Female	1
	Both	3
	Neither	3

Adult Role Models:

Male: inventor, governor, logger, father, prospector, professor.

Female: mother.

Race and Class:

Ethnic and racial diversity is not adequately represented. Of the fourteen selections, only one features non-Anglo-Saxons as major characters and of the sixty-one illustrations, only three include non-whites. This fails to reflect Canadian society realistically. Socio-economic backgrounds are not clearly apparent. The photographs on pp. 46-51 could have depicted more racially and ethnically diverse groups.

General Comment:

The text presents an overwhelmingly male perspective. Half of the selections feature males, while a single selection features females. Illustrations of males outnumber those of females by five to one. Further, more male than female role models are presented. Women are nameless, appearing only in the role of mother. Boys are adventurous outdoor types, while girls are passive indoor types. Teachers will need to provide additional materials that feature girls and women more prominently and variously.

. "How the Main John Got His Name"

pp. 33-38 Comment: This is a completely male-dominated and male-oriented story, using sexist language in some parts. The overall image is of a tough masculine world, with tough and rugged men and without women

pp. 35-36 Comment: These statements, representative of others, present logging as a male preserve, barring women: "There wasn't a man in the woods ready to argue with him;" "There wasn't a man or a tree that could stand in the way of John."

p. 38 Comment: The statement, "Now, that's what I call man-sized servin' of pancakes," implies that a comparative "woman-sized" serving exists.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs and the Blue Whale	
ILLUSTRATIONS:	Total Number	61
	Male	12
	Female	15
	Both	26
	Neither	8
MAIN CHARACTERS:	Selections	14
	Male	2
	Female	4
	Both	5
	Neither	8

Adult Role Models:

Male: grandfather, pirate, doctor.

Female: grandmother, mother, doctor, nurse.

Race and Class:

The book features middle-class attitudes and portrays only two-parent family structures. There is ethnic diversity evident in the illustrations, however, and non-whites appear regularly as major characters.

General Comment:

Boys and girls in the book pursue similar activities. Women and men are present in relatively equal numbers in the selections and illustrations. Both male and female role models are positive, ranging from traditional to non-traditional pursuits and professions, in and outside the home. The text on the whole shows no bias in terms of sex or race, and the language is non-sexist, although there is a tendency to refer to animals as "he."

- "Choosing a Library Book"

p. 54 Problem: The more contemporary term astronauts would be better than "spacemen" here.

Suggestion: Teachers can point out the involvement women have had in space exploration.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Feather or Fur	
ILLUSTRATIONS:	Total Number	54
	Male	10
	Female	10
	Both	4
	Neither	30
MAIN CHARACTERS:	Selections	16
	Male	4
	Female	4
	Both	2
	Neither	6

Adult Role Models:

Male: wood carver, father, manager, gentleman.

Female: fairy, mother, lady.

Race and Class:

Non-Anglo-Saxon boys and girls are featured as major characters in some selections. Racial and ethnic diversity is also evident in the illustrations. Socio-economic class appears to be neutral, and several family structures appear to be represented.

General Comment:

Adult males are illustrated twice as many times as females, and only two illustrations portray men and women together. Adult role models are few and present stereotyped images: woman as fairy, lady, or mother; and man, more aggressive and adventurous, as fire eater/manager and wood carver. Boys and girls appear in equal numbers as major characters, but the boys are cast in the adventurous and physically challenging roles. Language, however, is primarily non-sexist.

. "Switch on the Night"

pp. 6-12 Comment: This story is refreshing in that it portrays a boy afraid of the dark, receiving help from a girl. This story show young readers that both boys and girls can feel fear and that either can help the other. Interesting, too, is that the girl is unlike the blonde-haired, fairy-type who is usually cast in a helper role.

. "Pinocchio"

pp. 16-17 Problem: All fierce and aggressive roles belong to males in this selection.

Suggestion: The class could dramatize sections of the story and reverse some of the roles.

"Phaeton"

pp. 32-37 Problem: All the important characters are males and all the magnificent challenges are male dominated. This story may give the young reader a misconception about the dominance of masculine powers, even in mythology.

Suggestion: The class might read a selection from mythology which deals with females.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Sharing Time	
ILLUSTRATIONS:	Total Number	53
	Male	14
	Female	12
	Both	16
	Neither	11
MAIN CHARACTERS:	Selections	18
	Male	4
	Female	3
	Both	6
	Neither	5

Adult Role Models:

Male: father, mover, woodcutter, hunter, balloonist, helicopter pilot, toy maker, farmer.

Female: mother, teacher, police officer, farmer's wife.

Race and Class:

Children of various ethnic and racial backgrounds are featured as major characters in the illustrations and selections. Adult non-whites are inadequately represented, however, and of the sixteen illustrations of adults, only two show non-whites by themselves and two show them in a group. The traditional two-parent, middle-class family unit is featured several times, and no selections seem to be about the working class or the poor.

General Comment:

Although there is a female police officer as a positive role model, other female roles, such as teacher, mother and wife, are more traditional. Adult males are portrayed in a wider range of role models and when mothers and fathers are involved in the same activity, the fathers assume the more authoritative role. Although the language is basically non-sexist, animals and things are referred to as "he."

- "Christmas Dog"

  pp. 9, 58 Problem: This story tends to refer to animals and objects in the masculine gender. Since this repeatedly occurs in many texts, young readers may misunderstand the importance of masculine forms: "He's made of wool and cannot run or wag his tail anymore;" "'Oh my,' [the old engine] said; "and "'Come, come,' he [the toy clown] said. 'Don't give up....'"

  Suggestion: Students could try to rewrite the story with a more neutral form of gender address.

. "Pretending"

p. 10 Problem: This selection, like so many other poems or stories, features adventures with pirates and dragons designated masculine.

Suggestion: The students can draw their own illustrations, including both boys and girls.

. "The Giant Splash"

p. 16 Problem: Both parents are in the boat, yet the mother's role is mainly passive. "Daddy," as the male is described, is the more active of the two and unnecessarily so at times: "Daddy made the boat go so fast...", and "when they had been for a little boat ride, Daddy stopped to fish. He and mommy fished and fished." A similar situation occurs on page 25.

Suggestion: Students can discuss some outdoor tasks their parents share or that their mothers do.

. "Sharing Time"

p. 29-33 Comment: This is a good story about how a girl, newly arrived in Canada, overcomes her language barrier and becomes involved in class activities.

. "The Little Old Man with the Very Big Gun"

p. 38 Problem: The illustration is not of a little old man, but of a man, rather large and overpowering. Further, "Little old man" is a condescending stereotype often applied to senior citizens.

Suggestion: The poem can lead to a discussion of how the elderly are often incorrectly stereotyped. Students might be asked to give a written description of "the old man" based solely on the illustration.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: What IF?	
ILLUSTRATIONS:	Total Number	58
	Male	23
	Female	11
	Both	16
	Neither	8
MAIN CHARACTERS:	Selections	11
	Male	4
	Female	2
	Both	2
	Neither	3

Adult Role Models:

Male: father, Czar, wiseman, old man, peasant, hunter, wizard, ship's captain, doctor.

Female: mother, grandmother, princess, museum owner.

Race and Class:

Children of different races and ethnicities are represented in several of the selections and many of the illustrations. Some of the selections about non-whites are more traditional than contemporary in setting and subject. Except for the photographs of Inuits, adult non-whites are not adequately represented in the book. Neither are family units adequately represented, beyond the two-parent structure shown twice.

General Comments:

Men appear in the illustration twice as many times as women. Male roles are more varied than those for females. Women are still being stereotyped as mother, grandmother and princess. While an equal number of boys and girls are featured as major characters, the activities are typical--boys playing baseball, girls playing and sharing together. None of the stories feature boys and girls interacting.

- "Gabrielle and Selena"

pp. 6-15 Comment: This is a refreshing story that features two girls, one black, one white, sharing their lives. The story demonstrates that each girl's family lives similar lifestyles, although differences, such as race and culture, are obvious.

- "The Flying Ship"

pp. 16-17 Problem: This is primarily an all-male story, casting women in the background.

Suggestion: Students may rewrite parts of the story, or dramatize selections and give some roles to females.

p. 16 Problem: The father seems to say that the daughter is for sale, or at least is a trading item: "The man who brings me a flying ship may ask my daughter to marry and have half my kingdom."

Suggestion: Children should understand the fictional nature of this story. Teachers may wish to discuss the importance of female choice, identity and independence today. Children should be asked how they feel about the father's decision and whether they know of cultures where husbands and wives are chosen for one by one's parents.

. "Inuit Summer"

pp. 34-39 Comment: The photographs and narrative traditionalize the roles of male and female. While some of the activities may well occur as described, it is good practice for teachers to suggest that hunting and other physical activities can be enjoyed by females.

. "Kimook"

pp. 40-47 Comment: This is a very interesting story about how children can help each other to feel accepted and to share aspects of their culture.

. "A Fish from the Past"

pp. 56-67 Problem: This story presents a sterotyped image of a black boy, half dressed with bare feet, in a tropical setting. The story itself is not negative, but the illustrations do present negative stereotypes.

Suggestion: Teachers could read the story to the students over time and let them draw illustrations of the young boy. These drawings should tell the teacher if the students hold stereotyped images.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Just Beyond	
ILLUSTRATIONS:	Total Number	52
	Male	16
	Female	6
	Both	12
	Neither	18
MAIN CHARACTERS:	Selections	14
	Male	6
	Female	2
	Both	1
	Neither	5

Adult Role Models:

Male: king, physician, Lord High Commissioner, wizard, mathematician, court jester, author, brother, heavy machine operator, R.C.M.P. officer, train driver, uncle.

Female: princess, wife, teacher, mother.

Race and Class:

Non-whites are under-represented in the book. Of the fifty-two illustrations, one features a native Indian in traditional (legendary) setting. Four illustrations are of non-whites in groups accompanying selections that feature members of different ethnic groups in major roles; however, two of these fall into the fairytale or legend category. Socio-economic diversity is not apparent, particularly because of the fantasy element which is dominant in the selections. Stories which deal with poverty are within a fairytale setting where poverty is solved through the magic of fairyland. Thus, the poor and working class appear to be unreal. This is a common trend in many books at this level.

General Comment:

The male presence is dominant throughout the book, and adult females are particularly under-represented. Males are major characters in six of the selections, females in two, and both males and females in only one. The illustrations are also dominated by males. There are twice as many illustrations of boys and men than girls and women. Adult female role models are few and limited to the traditional stereotypes: teacher, wife, mother and princess. Role models for men, on the other hand, cover a wide range, from doctor to heavy machine operator. The selections and the illustrations, with this overwhelming male presence, misrepresent society to young readers. This text should be omitted and other more balanced materials substituted.

. "The Bear Who Stole the Chinook"

pp. 6-11 Comment: This legend, the single selection about native Indians, places natives in a traditional setting. It may be necessary to introduce other more contemporary materials to give a balanced image of native Indians.

p. 7 Comment: The illustration, supposedly of a native Indian boy of long ago, is unconvincing. It is also difficult to tell whether the illustration is of a boy or girl.

. "Many Moons"

pp. 12-31 Problem: This story is dominated by men. Although the young girl is featured, the male presence comes through since the girl seems fragile and helpless. Women are not visible either in the text or illustrations.

Suggestion: The teacher may wish to substitute another selection where females are shown to have been present in royal courts.

. "The Magic Mill"

pp. 35, 38 Problem: Poverty is often real to many children. Too many stories for children at this level present the poor and their situations as easily solved by just asking for things: "In our house we cannot get ready for Christmas. We are too poor. How sad I am," and "...he asked for a big house and for some precious gold to make them rich...now he was rich..."

Suggestion: The teacher may wish to select another story to help students confront more realistically the problems of being poor.

. "Across Canada by Train"

pp. 42-55 Problem: The photographs do not portray the ethnic and racial diversity that Canada represents. There is also a male bias in the photographs. All work-related photographs feature males: on pages 46-47, the heavy machine operators and R.C.M.P. officers are male; on page 50-51, all the guards appear to be male; and on page 52, two men are featured.

Suggestion: This selection could be omitted or the class could attempt to construct a similar project, "Across Canada by Train," that includes illustrations representing more accurately the occupational participation of people of various races and of both sexes.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: In a Dark Wood	
ILLUSTRATIONS:	Total Number	63
	Male	18
	Female	11
	Both	16
	Neither	18
MAIN CHARACTERS:	Selections	17
	Male	4
	Female	4
	Both	3
	Neither	6

Adult Role Models:

Male: father, grandfather, king, letter carrier, builder, fisher, farmer, forest worker, store clerk, factory worker, potter, R.C.M.P. officer.

Female: mother, old woman, queen, truck driver, scientist, editor, teacher.

Race and Class:

No obvious class or race bias is portrayed in the book, but racial and ethnic diversity is under-represented. Of the seventeen selections, none feature a non-white as a major character. Only one of the fifteen work-related photographs is of a non-white. Further, magical solutions to fairytale poverty are offered.

General Comment:

Although one selection presents the helpless female fairytale stereotype, women are otherwise portrayed in several non-traditional occupations, such as truck driver and scientist. Most selections avoid stereotypes and use non-sexist language.

. "A Stormy Night for Mr. Mugs"

p. 8 Comment: This book begins on a very positive note, showing both parents at home and involved in domestic tasks: "One night Mommy and Daddy were in the kitchen making supper."

. "The Big, Big Parade in the Green, Green Jungle"

p. 36 Problem: The stereotype of male power--"King of the jungle"--is operative in this story: "All the animals in the green, green jungle are waiting for King Lion's parade."

Suggestion: Students might be asked to consider how the story would work with a female leader.

. "People at Work"

p. 60 — Problem: "Maybe you saw a mailman, a paper boy..."

Suggestion: Teachers should point out that "letter carrier" should be used instead of "mailman." Students should be asked if girls as well as boys deliver papers.

pp. 62-64 — Comment: Strong role models of females, in such non-traditional occupations as truck driver and scientist, are given here.

p. 69 — Comment: Students could be asked whether they have seen pictures of female R.C.M.P. officers.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs is Lost	
ILLUSTRATIONS:	Total Number	69
	Male	17
	Female	9
	Both	31
	Neither	12
MAIN CHARACTERS:	Selections	7
	Male	7
	Female	4
	Both	4
	Neither	4

Adult Role Models:

Male: father, security personnel, police officer, storekeeper, letter carrier, heavy machine operator, giant, prince.

Female: teacher, mother, police officer, bank worker, storekeeper, fairy.

Race and Class:

Of the nineteen selections in the book, none feature non-whites as major characters; however, non-whites have background roles. Children of various ethnicities are present in many of the illustrations. However, of the thirty illustrations of adults, only one is of an non-white adult (black). Generally, a middle-class perspective seems to be portrayed. The single story about a poor family is, as usual, a fairytale.

General Comment:

There are twice as many illustrations of boys as of girls. More males than females are featured as major characters. Boys and girls participate in similar activities, except in the fairytale selections. In these, the adventurous boy confronts a huge giant and saves himself ("Jack and the Beanstalk"), while the defenseless girl confronts a mouse and is saved by a handsome prince. Since children will always be exposed to fairytales like these, teachers must provide additional materials to balance the stereotypes they portray.

. "The Nutcracker"

p. 78 Comment: Teachers might notice that the female character is scantily dressed, and question why this is so in a children's text.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: In the Rain	
ILLUSTRATIONS:	Total Number	85
	Male	17
	Female	8
	Both	6
	Neither	54
MAIN CHARACTERS:	Selections	19
	Male	5
	Female	3
	Both	-
	Neither	11

Adult Role Models:

Male: police officer, firefighter, father, letter carrier, king, police chief.

Female: none.

Race and Class:

Most of the selections are not about people. Of the eight that are, two are about non-Anglo-Saxons (one of which appears in three parts). The selection on the native Indian is a legend. The other selection presents worthwhile information on the Ukrainian tradition of Easter egg decoration. No class or race bias is apparent.

General Comments:

The book is somewhat dated (1977) and presents overall an outdated image of society and of women's roles. A more recent text should be substituted.

. "Winnifred"

p. 7 Problem: Sexist terms are used: "One day the lady next door..."

Suggestion: Teachers might point out that "woman" and "neighbour" are more appropriate and contemporary terms.

p. 11 Problem: This passage presents a stereotype of the single female "lady" who, fragile and frail, faints at the least upsetting incident. This image is particularly negative, outdated, and offensive: "And there was Miss Jones, the lady next door, lying flat on the ground..."

Suggestion: Students can be asked to give their reactions to this scene and to answer questions like these: does anyone behave like this?; would a male neighbour behave like this?

Comment: Teachers should notice that the police officers and firefighters are men and perhaps ask students to questions this portrait.

. "Nanabush and the Skunk"

pp. 73-78 Comment: This is a legend about natives, a point which young readers must understand. Perhaps another selection, more about contemporary reality, should be used to balance this traditional image of the Indian in nature.

. "Butter Making"

p. 74 Problem: This story is about a woman making butter; it is totally concerned with her and the tasks she performs. Yet she is not accorded her own identify, but identified through a male, her husband, who is absent from the storyline. Indeed, the woman is identified as a possession of the farmer--"the farmer's wife."

Suggestion: The negation of female personality and identity is particularly harmful and must be corrected. Teachers could help their students to rewrite the story, giving the woman a name and an identity of her own, as the following revision suggests: "Long ago, there lived a woman named Marya on a farm a long way from the nearest town. She had to work hard to make butter. Her husband Thomas milked the cows and Marya made the butter...et cetera."

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: The Secret Life of Mr. Mugs	
ILLUSTRATIONS:	Total Number	62
	Male	18
	Female	4
	Both	12
	Neither	28
MAIN CHARACTERS:	Selections	12
	Male	6
	Female	1
	Both	3
	Neither	2

Adult Role Models:

Male: father, fortune-teller, teacher, police captain.

Female: mother, teacher, police officer.

Race and Class:

None of the selections or illustrations feature non-white children. One selection, a fairytale, has a non-white adult male as major character but the setting is traditional. This story also proposes a magic solution to poverty--a magic cap. Generally, ethnic and racial diversity is underrepresented.

General Comment:

Female roles are few for both women and girls; there are more illustrations of and selections about males. Adult role models are generally few. The language, however, is basically non-sexist.

PUBLISHER:	Ginn & Company	
TITLE:	Starting Points in Language Arts: Mr. Mugs is Kidnapped	
ILLUSTRATIONS:	Total Number	77
	Male	27
	Female	8
	Both	23
	Neither	19
MAIN CHARACTERS:	Selections	14
	Male	1
	Female	2
	Both	2
	Neither	9

Adult Role Models:

Male: professor, thief, weaver, electrician, detective, wood cutter, sailor, knight, butcher, baker, manager, wizard, pirate, tailor, blacksmith, doctor, cobbler, farmer.

Female: manager, teacher, grandmother, fruit and vegetable vendor.

Race and Class:

Non-whites are not represented in the selections or illustrations. Most of the selections deal with fantasy and only a few present realistic situations. A socio-economic perspective is not clearly identifiable.

General Comment:

In a text in which less than half of the selections pertain to people, a disproportional male presence is still obvious. There are at least three times more adult male than female roles, and both sexes are stereotyped. Teachers could choose additional materials offering more contemporary and positive images of both sexes or have students read similar tales in which females are included.

- "The Story of Olaf"

pp. 33-38 Comment: Students can discuss whether women were present in the days of knights and dragons.

- "On the Other Side of the River"

pp. 45-48 Comment: All the tradespeople, such as the blacksmith and the tailor, are males.

p. 56 Problem: These passages present traditional images of the passive inactive female and the active outdoor male: "Now the women of the east smile at the women of the west. The men of the west work with the men of the east."

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading A2 (1981)
SELECTIONS: 64
MALE: 15
FEMALE: 7
NEITHER: 38
BOTH: 4

Adult Role Models:

Male: farmer, livestock man, grocer, father, scientist, fisher.

Female: cashier, teacher, mother, mermaid, writer, runner.

Race and Class:

This book seems to have used tokenism in its slighting representation of people of other cultures. Although there is a lot of information in the book, most of it is about things or animals, not people.

General Comments:

Of the two hundred and eleven illustrations, forty-three are of males, eighteen of females, twenty-six of both males and females, and one hundred and twenty-four of things or animals. Generally, this book seems to take a superficial approach to its subject areas, and if it is to be used, should be accompanied by supplementary material.

pp. 10-40 Comment: These pages contain a number of stories and poems mostly about dinosaurs. Four men and two women act as main characters. There are thirteen illustrations of dinosaurs or other animals, six of men, and one of both a man and woman. All people illustrated are of the caucasian race.

. "A Chance Encounter"

p. 46 Comment: This is refreshing story that reminds students to extend themselves to new students in the classroom. This friendly behavior could be carried over, however, in any setting, such as in the church or in the community.

. "Signs and Symbols"

pp. 48-49 Comment: Students can discuss how these signs and symbols assist people who cannot speak or read a language foreign to them. Students can be encouraged to role play in order to recognize that the things they take for granted do not come easily to a person who is in strange surroundings. Teachers might point out that this kind of cultural shock is experienced by Indians who, when they migrate from rural to urban areas, are

often surprised to find running water, flushing toilets, city transit systems and street lights, among other things.

. "Meet the Computer"

pp. 62-65 Problem: Since this story does not specify gender, it is disappointing to see two illustrations depicting males. This is a subtle way of implying that men work at the various occupations presented in the story.

Suggestion: Students can examine the probability of females being involved in these occupations.

. "Janine and the Snake"

pp. 74-77 Comment: This refreshing story breaks down the stereotype that girls fear and hate snakes. As a matter of fact, it depicts a boy named Ben who is afraid of snakes and a girl named Janine who is not.

. "Why Some Reindeer are White"

p. 194 Problem: "They agreed that she could stay to cook and sew for them while they were hunting reindeer."

Suggestion: It is important that the teacher point out that this story takes place several years ago when there was a labour division between the sexes. Now it might be possible for Weeneetuk to go hunting. Students can be asked who likely think did the cooking and sewing before Weeneetuk arrived.

. "The Indian Cinderella"

p. 197 Comment: This story reinforces the misconception that women are waiting to be rescued by their knight in shining armour. It is important that the teacher inform the students that this is a myth or fairytale and not necessarily the way life is today.

This story also smacks of ethnocentrism in specifying that this Cinderella is Indian. The transposition of Indian culture into a European fairytale seems awkward and even negative in reproducing the two wicked sisters.

. "Black and White"

pp. 206-210 Comment: This interesting and educational story tells how Mary from Trinidad helps her fellow students share in a cultural experience; this story thus helps to promote tolerance among ethnic groups. Students can

examine what their knowledge level of the Trinidadian culture would be if they moved from Canada to Trinidad.

. "The 5-Speed Bicycle"

pp. 211-215 Comment: This story depicts the determination of a young girl named Margy who uses her talents to earn enough money to purchase a 5-speed bicycle in a particular amount of time.

. "Andy, Willy and Me"

p. 218 Comment: This refreshing story is about a boy named Andy who has a best friend named Willy who is a girl. Andy is always praising Willy and talking about her to his new friend.

Problem: "Yeh. Now I've got to put up with that weird Cindy Cane. Girls! Pests!"

Suggestion: Students can consider why boys make such generalizations about girls and vice-versa. They can consider whether these generalizations are based on evidence and sound judgment.

PUBLISHER: Ginn & Company
TEXT: Starting Points in Reading Revised, Level A, First Book (1981)
SELECTIONS: 72
MALE: 9
FEMALE: 8
NEITHER: 50
BOTH: 5

Adult Role Models:

Male: farmer, king, novelist, hockey coach, principal, soldier, teacher, church official, artist, soapstone sculptor, storekeeper, musician.

Female: mother, grandmother, housewife, ballerina.

Race and Class:

This book contains a unit on cultural and racial differences, and represents non-whites in about twenty percent of the illustrations. There is a middle-class bias: most homes mentioned are single-family dwellings and most families two-parent families.

General Comment:

Stories about boys are balanced with stories about girls in this text, and the girls are well-developed characters and positive role models. A male bias is present, however, in the portrayal of adults and in the higher percentage of boys than girls in the illustrations.

. "Ringette"

pp. 30-32 Problem: This story is controversial in the sense that the merits of Ringette as a sport are questionable. Ringette reinforces the idea that body contact sports are inappropriate for women and provides a rationale for the continued exclusion of women from hockey, which receives a much higher proportion of community funding. Names, such as "Belles" and "Debs," for Ringette groups suggest images of beauty and fashion, rather than athletics. The coaches' term "sports-gal-ship" is a patronizing parody of "sportsmanship."

Suggestion: Teachers could outline the rationale for separate team sports and then outline the cases of girls who have successfully challenged their exclusion from hockey teams. Students can be asked to consider questions like these: why are girls who can compete in size and strength excluded from boys' teams?; if physical contact and violence are unacceptable in girls' sports, why are they acceptable for boys? These questions are

timely for students in the middle years when girls are often bigger and stronger than boys.

. "Gertrude Kloppenberg (Private)"

pp. 66-69 Problem: This story presents stereotypical characters: bullies, all boys, tormenting a fat girl for being a bookworm. The fact that she is wearing glasses in the illustration compounds the stereotype.

Suggestion: This story can be used to discuss not only Gertrude's response to the teasing but also the image presented of the Murphy boys. Students can consider questions like these: why is it socially acceptable for boys to say they hate girls but unacceptable for them to say they hate any specific racial group?; do the Murphy boys have a personal reason for disliking Gertrude?; are children who read a lot generally teased?; if so, why?; is wearing glasses related to the amount of reading a boy or girl does?

PUBLISHER:	Nelson Canada
TEXT:	Flip Flop
SELECTIONS:	35
MALE:	2
FEMALE:	2
BOTH:	8
NEITHER:	23

Adult Role Models:

Male: uncle, robber, school principal, shop keeper, fisher, totem pole carver, mover, butcher, butcher's assistant, restaurant owner/cook, school caretaker, father, hunter, pilot, teacher.

Female: mother, school principal, curatorial assistant, museum worker, teacher.

Race and Class:

Ethnic groups are under-represented and stories about ethnic groups other than whites concern native peoples. Although these stories are interesting, the settings and activities are primarily traditional, portraying natives as hunters and totem pole carvers. Illustrations of non-whites, other than native peoples, are few.

The settings mainly depict the arctic and the countryside and selections that present such settings tend to provide detailed descriptions of such things as the surroundings, the animals, and the noise or desolation of nature. Urban settings, on the other hand, are not given in detail. The single story with a city setting is only identifiable because "Toronto" is mentioned. The working class and poor are also under-represented.

General Comment:

There are more illustrations of men than of women, and twice as many adult male than female role models. Few women are mentioned in selections that deal with native peoples. However women are featured in two positive roles as school principal and curatorial assistant. Boys and girls are equally represented as main characters, but the more physically strenuous activities tend to be attributed to boys. This is evident in the contrast between "Arctic Canary Cowboy" (pp.110-117), a realistic story of a boy's hunting whales in cold arctic waters, and "Denise, The Little Dancer with Big Feet" (pp.118-129), a fantasy story of a girl's walking on clouds.

PUBLISHER: Nelson Canada
TEXT: Zoom Shots (1982)
SELECTIONS: 33

Adult Role Models:

Male: father, uncle, pilot, ticket taker, professor, animal nutritionist, grandfather, farmer.

Female: mother, sculptor, storekeeper, aunt, wife.

Race and Class:

Of the thirteen stories in the book, eight feature Anglo-Saxons; the majority of poems are not about people. Non-whites are under-represented in the illustrations. The settings feature primarily non-urban areas, such as farms, the prairie, the seaside, and rural and remote areas. These are described in rich detail, while selections with urban settings provide few details. The working class and poor are inadequately represented, and the handicapped are not represented at all.

General Comment:

Twice as many boys as girls act as main characters in the stories, a proportion which carries over into the illustrations. Adult male and female roles are about equally distributed as are illustrations of men and women. Women are characterized in a few positive roles, such as sculptor and writer, and language is non-sexist.

PUBLISHER: Nelson Canada
TEXT: Ripple Effects (1983)
SELECTIONS: 37

Adult Role Models:

Male: minister, undersea explorer, arctic diver, writer, explorer, photographer, film-maker, doctor, father, mine worker, veterinarian, stable person, detective, taxi driver, research assistant, theif, king, prince.

Female: mother, teacher, queen, aunt, professor, switchboard operator.

Race and Class:

The majority of the stories feature whites as main characters. Ethnic and racial diversity is under-represented, both for adults and children, in stories as well as in illustrations. Both the single-parent and the traditional two-parent family are portrayed. The working class and poor are featured, but mainly in a historical framework, while stories featuring the middle class are more contemporary.

General Comment:

Adult females are severely under-represented in the stories and illustrations, men outnumbering women three to one in both cases. Women are characterized in passive and, to some extent, stereotyped roles, such as teacher, professor, and switchboard operator. Men are portrayed in a variety of more adventurous and exciting roles, such as medical doctor, undersea explorer, arctic diver, miner, and thief. Boys and girls are equally featured as main characters with similar pursuits, although more illustrations of girls appear. The language is non-sexist. The handicapped are not represented in any of the selections.

PUBLISHER:	Nelson
SERIES:	Nelson Language Development Reading Program:
SELECTIONS:	272
MALE:	38
FEMALE:	35
BOTH:	50
NEITHER:	119

Race and Class:

The themes in this series are predominantly about nature and animals. Most settings depict countrysides, farms, and nature, and these are not equally balanced by depictions of urban and core areas. Social class is primarily neutral although a few selections present middle-class perspectives. The working class and the poor are inadequately represented. Where the poor are featured, poverty is always unrealistically solved by the magic of fairyland.

The authors have made some efforts to deal with racial and ethnic diversity. However, the majority of the selections feature whites and non-whites are under-represented. In the higher level texts, many of the illustrations include non-whites as part of a group.

General Comment:

Adult roles are few for males and females, but male characters are more likely to be associated with occupations outside the home. Female roles are restricted to traditional stereotypes of wife and mother. The series, if used, will need to be supplemented by a fairly large amount of material to provide more accurate and realistic portrayals of these subject areas: women in non-traditional roles, urban settings, ethnic and racial diversity, the working class and poor, the elderly, and handicapped children.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Kittens and Bears
SELECTIONS: 16
MALE: 2
FEMALE: 1
BOTH: 4
NEITHER: 8

Adult Role Models:

Male: teacher, father.

Female: mother.

Race and Class:

Non-whites are well represented in the selections and illustrations. One weakness of the illustrations is their blurring of physical features, which effect undermines the distinctive physical features of each race. The two-parent family structure is the most obvious whether in relation to people or animals. In general, however, settings do not appear to favour one class over another.

General Comments:

The text presents an equal number of boys and girls engaged in similar activities. Adult roles are few, however, and females are portrayed as mothers, while males have job-related roles. The male presence is also more dominant. Mr. Brown, the teacher, is featured in twelve of the thirteen illustrations that include adults, while women are only in four.

. "The Three Little Kittens"

pp. 22-23 Problem: The illustration depicts an angry "mother" cat, scolding her frightened young. This simply transfers the stereotype of the angry human female, scolding her child, to the animal doing the same.

Suggestion: This selection should be balanced by materials which show tender relationships between mothers and children, whether humans or animals.

. "Goldilocks and the Three Bears"

pp. 47-61 Problem: The illustration is typical in showing the traditional two-parent family and ignoring other structures in society today.

Suggestion: To see if the story's meaning changes, the children can rewrite the story, featuring different family structures--single-parent or extended family--and substituting a boy for Goldilocks.

PUBLISHER:	Nelson
TEXT:	Nelson Language Development Reading Program: Magic Story-Box
SELECTIONS:	23
MALE:	2
FEMALE:	4
BOTH:	2
NEITHER:	13

Adult Role Models:

None.

Race and Class:

The few selections or illustrations portraying people do not present non-whites. Questions of race, ethnicity or social class are generally avoided since the majority of the stories are about nature, animals or the imaginary.

General Comment:

The text should be supplemented with materials that offer more realistic situations and that feature adults in various roles and occupations. Students should also be exposed to materials that represent the racial and ethnic character of Canada more accurately. Some exposure to settings other than those that are natural would help to balance the book.

PUBLISHER:	Nelson
TEXT:	Nelson Language Development Reading Program: Toy-Box
SELECTIONS:	25
MALE:	2
FEMALE:	1
BOTH:	9
NEITHER:	10

Adult Role Models:

Male: teacher, father, elf.

Female: mother, school bus driver.

Race and Class:

A number of non-whites are presented in the illustrations, although the selections do not feature non-whites as main characters. Social class is neutral as the majority of the selections are about nature and animals.

General Comment:

Adult roles are few, but the male role is more obvious than the female. While the teacher, Mr. Brown, appears in several illustrations, only one illustration shows a woman at work; as a school bus driver, she is involved in a typically female occupation. Language, however, is non-sexist.

Teachers might want to try placing some of the stories in a more urban context. They might ask students what kind of animals live in the city and where they live; they might also ask if any students keep pets. Teachers might also want to introduce additional materials that focus on children in urban settings confronting the hustle and bustle of cars, trains, and people.

. "Back to School"

pp. 72-73 Comment: Since all the passengers on the bus are children, this is obviously a school bus. Teachers can ask students if they have ever seen women driving public transportation vehicles--buses or trains.

PUBLISHER:	Nelson
TEXT:	Nelson Language Development Reading Program: Saturday Magic
SELECTIONS:	21
MALE:	-
FEMALE:	-
BOTH:	9
NEITHER:	12

Adult Role Models:

Male: magician, father.

Female: librarian, grandmother, mother.

Race and Class:

Most of the selections in this text deal with animals, nature, or the imaginary, so although cultural/racial or ethnic diversity is not presented, biases are avoided. There is a fairly good set of stories about a brother and sister, with non-whites as the main characters (probably native Indians, although this is not made clear). These characters live in the city, but instead of focusing on city-life, the settings are primarily in nature, and often reflect times past. Most of the illustrations feature animals, but those featuring people do include non-whites.

General Comment:

Adult roles are few, as are selections that feature children as main characters. Boys and girls portrayed in equal numbers, however, are shown to be engaged in similar activities.

At least one story that presents children in contemporary day-to-day activities and deals with realistic themes should supplement this book. Materials that reflect a more accurate view of the many races and cultures in Canada would also help to balance selections in the text.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Treat Street
SELECTIONS: 16
MALE: 6
FEMALE: 7
BOTH: 1
NEITHER: 2

Adult Role Models:

Male: king, giant.

Female: teacher, floorsweeper, wife, mother, witch.

Race and Class:

The racial and ethnic groups apparent in Canadian society are vastly under-represented in this book. Of the sixty-five illustrations, only five include non-whites in groups; only one illustration features a non-white.

General Comment:

Boys and girls are equally represented in the book. Adult roles are few, but males are portrayed as more authoritative (as king and giant), while women are stereotyped (as wife, mother, witch and teacher). The language is primarily non-sexist and at one point a woman is addressed as Ms., which is rare in books for this level.

Additional materials which portray women actively and successfully involved in life and in non-traditional occupations should supplement this book.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Make-Believe Time
SELECTION: 14
MALE: 3
FEMALE: 2
BOTH: 4
NEITHER: 5

Adult Role Models:

Male: husband, shoemaker, father, grandfather, antique dealer, uncle.

Female: mother, wife, princess.

Race and Class:

The book presents a middle-class perspective in its pictures of summer homes and lighthouses, antique dealers, and two-parent family units. The single selection that could be related to the poor or working class is a fairytale. One section includes non-whites in group photographs, but on the whole neither the selections nor the illustrations reflect multi-racial or multi-ethnic characteristics.

General Comment:

The stories are fairytales or are set in nature, with little realistic content. The language is non-sexist and boys and girls are equally presented as central characters. Adult roles are few, but women, where they do exist, are in the background as wives or mothers.

The book should be supplemented with materials about urban and core-area existence, about women in non-traditional and positive roles, and about the many races and ethnicities that are part of Canadian society.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Treasure Chest
SELECTIONS: 18
MALE: 3
FEMALE: 2
BOTH: 2
NEITHER: 11

Adult Role Models:

Male: gardener, pirate, fisher, father, farmer, game warden, waiter, squire, servant, king, prince, prime minister.

Female: mother, mermaid, farmer's wife, aunt, servant, princess.

Race and Class:

The few selections that deal with people present a middle-class perspective. The single story about a poor family offers little that would be realistically familiar to poor children since poverty is easily solved through the magic of fairyland. Primarily the two-parent family is portrayed, and racial and ethnic diversity is largely ignored. Only six of the illustrations include non-whites (in groups) and they are not featured as central characters in any of the selections.

General Comment:

There are more male than female roles; generally men are described through their activities or occupations, while women are stereotyped as wives and mothers. Additional materials should offer young readers some exposure to women in non-traditional roles and as active participants in everyday life. At least one selection should deal with the poor and some of their problems. Further, the book needs to be supplemented by materials that reflect more fairly the multi-ethnic and -racial components of Canadian society.

. "The Fisherman and the Queen of the Fishes"

pp. 18-24 Comment: This is a story about poor people whose poverty is solved magically, but unrealistically, in fairyland.

Problem: The mother, who managed to help the family survive for the year the fisherman was away, is ignored in the story: "When the fisherman arrived home, his family was overjoyed."

Suggestion: The class can discuss some of the problems and survival difficulties of the poor; they can discuss how most parents are involved in making ends meet, whether in single-parent or two-parent homes.

. "Trouble with Trumpet"

pp. 36-49 Problem: Anton Bick, as the male, is introduced through his farming activities; Katie, as his wife, is introduced as his cook: "Anton Bick was hungry after plowing... 'Katie!' he shouted to his wife. Anton touched Katie's arm, then pointed to this stomach. 'My goodness, I forgot about the potatoes!' cried Katie."

Suggestion: Students could research what a farm life is like, what duties are involved, and how people run farms.

. "The Squire's Bride"

pp. 68-77 Problem: This story, obviously not to be believed, could still imply to children that males are dominant and have authority over females: "'That girl doesn't know what's good for her. But I do. Of course she will marry you, sir' he said to the squire."

Suggestion: Students can discuss whether Rose-a-bell knows what is good for her and whether any other person could know what is best for her in the important choice of marriage partner.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Whiskers
SELECTIONS: 34
MALE: 3
FEMALE: 4
BOTH: 6
NEITHER: 17

Adult Role Models:

Male: store worker, farm worker, father, woodcutter.

Female: mother, grandmother, television performer.

Race and Class:

Several illustrations depict non-whites, but none are featured as main characters. The settings primarily depict farms, woods, or the countryside, without urban settings to offer a balance. The book presents a middle-class perspective, and the working class and the poor are not included.

General Comment:

Adult roles are few, but most adult males are portrayed outside the home while most adult females are "at home" women.

The book should be supplemented by stories about children enjoying life in urban areas. Women outside the home and more diverse racial groups should also be represented in the additional material.

. "Red Riding Hood"

pp. 109-124 Comment: Students should try to rewrite the story of Red Riding Hood, reversing the roles--making Red Riding Hood a boy with a grandfather, and the wolf and the woodcutter female. Depending on the extent to which students are unable to see the same events unfold, teachers can judge the biases to which they have already become accustomed.

PUBLISHER:	Nelson
TEXT:	Nelson Language Development Reading Program: Pets and Puppets
SELECTIONS:	15
MALE:	3
FEMALE:	1
BOTH:	3
NEITHER:	7

Adult Role Models:

Male: father.

Female: mother, grandmother.

General Comment:

The text balances the illustrations of males and females, whites and non-whites. Adult characters are limited to parental roles, but an extended family structure is presented--that of mother, father, child and grandmother. Also commendable is the portrait of an adult actively interacting with children.

Additional materials, preferably posters, could be placed around the classroom to make clearer the racial diversity that Canada encompasses.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Surprise! Surprise!
SELECTIONS: 13
MALE: 1
FEMALE: 2
BOTH: 3
NEITHER: 6

Adult Role Models:

Male: father, teacher, worker in pet store, worker in meat market.

Female: worker in pet store, mother, worker in meat market.

Race and Class:

Racial diversity is fairly well represented in this book. One weakness, however, is that while twelve illustrations portray whites by themselves, one illustration portrays a non-white alone. The tendency is to feature non-whites as part of a group and not as central characters. No one class is featured more often than another so the book avoids social biases.

General Comment:

Boys and girls are shown participating in similar activities and are represented in equal numbers. Adult roles, while few, show men and women in equal numbers and similar activities.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Hickory Hollow ABC
SELECTIONS: 17

Adult Role Models:

Male: postal clerk, letter carrier, dairy worker, lifeguard, baggage handler, airplane mechanic, pilot.

Female: postal clerk, letter carrier, motorist, dairy worker, truck driver, pilot.

Race and Class:

The stories and illustrations are primarily about animals. However, in those that feature people, non-whites are grossly under-represented. Nineteen illustrations feature whites, three feature both whites and non-whites, and none feature non-whites by themselves. Only whites are portrayed in various work-related positions. Illustrations of homes (though limited in number) do offer a fair cross-section of dwellings in Canada, although such places as tenaments, town houses, and low-rise apartment buildings are not shown.

General Comment:

Females are represented equally with males in the illustrations that show people at work. Girls and boys engage in similar physical activities, but most selections deal with animals and the non-human realm

- "What Do You Like to Play?"

pp. 30-33 Problem: Only one illustration includes non-whites. The artist could have shown more instances of children of all races at play.

Suggestion: Supplementary materials (particularly illustrations, in the form of wall posters) which include more non-whites should be used to offer children a more realistic view of Canada's multi-ethnic, multi-racial society.

PUBLISHER:	Nelson
TEXT:	Nelson Language Development Reading Program: Heads and Tails
SELECTIONS:	18
MALE:	4
FEMALE:	-
BOTH:	1
NEITHER:	12

Adult Role Models:

Male: taxi driver, father, market vendor, elf.

Female: mother, market vendor.

Race and Class:

Of the eighteen selections in this text, only five are about people, while the others feature animals and nature. The authors have attempted to portray racial and ethnic diversity. Of the five selections that are about people, four of the central characters are non-whites, featuring two ethnic groups (although ethnicity is not clearly identified). The selection about Carlo, in four segments, presents a stereotyped view of barefooted children and goats in a third-world area mountain village. Of the twenty-one photographs of "super markets," not one visible minority is represented. Selections with obvious urban settings are absent.

General Comment:

Adult roles are few, but female roles, for both women and girls, are less frequent and varied than those for males. The book needs to be supplemented by materials which deal with more situations involving people and feature more adult roles, particularly female. Perhaps teachers can find stories which present more positive perspectives and images than those depicted in the "Carlo" selection (p. 54). Selections that feature some aspects of urban lifestyle would also help to balance the given themes of animal life and nature.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Finders Keepers!
SELECTIONS: 24
MALE: 7
FEMALE: 8
BOTH: 2
NEITHER: 7

Adult Role Models:

Male: teacher, father, stamp and coin collector, husband, cowboy, bronco-buster, gold miner, cobbler, astronaut, spaceship navigator, spaceship captain, demolition worker.

Female: wife, great-grandmother, mother, camp director, fairy, doctor, spaceship commander, spaceship captain.

Race and Class:

Of the eighteen selections in the book, only two feature non-whites; as folk tales or legends, both stories fail to offer realistic images of these groups and, since both are set in places other than Canada, to promote the groups' presence in Canada today. Of the sixty-two illustrations, non-whites by themselves are featured in only six (and these are from the folktales). Non-whites are therefore under-represented in the book. The single selection that deals with the poor is a fairytale in which poverty magically disappears overnight, and only a few selections deal realistically with the concerns of the urban child.

General Comment:

Women are portrayed in a few positive non-traditional roles, but there are more adult male role models, and men and boys are characterized as the more active and physically involved sex. The language, except for a few exceptions, is non-sexist.

. "Time to Grow"

p. 21 Comment: This is a good story that probably has a city setting and offers the urban child something familiar.

p. 31 Problem: As described, only men perform construction work: "The men usually started work at seven-thirty."

Suggestion: Students can be asked if women are ever involved in construction work or in driving the huge machines. Teachers might look for material that shows women involved in construction work.

. "The Rodeo"

p. 43 Comment: All the professional people involved with the animals are male. The class could do some research on rodeos to discover if there are female trainers, broncobusters, or riders.

. "The Ghost Wife"

p. 54 Problem: This is not a contemporary description of an East Indian woman: "She swept the hut, washed the dishes and the clothes..."

Suggestion: Teachers can introduce contemporary materials with more positive images of East Indian lifestyles in Canada today. A spokesperson from any one of several East Indian groups can be asked to speak on how East Indians are integrating into Canadian society and on how many East Indian woman have jobs outside the home.

. "The Silver Bell"

p. 61 Comment: This story, about Asians, deals with a people too often overlooked in these texts; but it portrays a traditional and fictional perspective which is not particularly positive. It should be supplemented with more contemporary materials about these groups and about their presence in Canadian society.

. "Into Space" and "Living in Space"

pp. 74-80 Comment: To correct fictional flaws, teachers may wnat to point out that several highly qualified female astronauts have played an important role in the space industry.

PUBLISHER: Nelson
TEXT: Nelson Language Development Reading Program: Wonder Time
SELECTIONS: 18
MALE: 2
FEMALE: 3
BOTH: 4
NEITHER: 9

Adult Role Models:

Male: zoo keeper, pedlar, king, knight, prime minister, father, court jester.

Female: aunt, old lady, interviewer, princess.

Race and Class:

Non-whites are not represented in any of the sixty-eight illustrations or eighteen selections. But since the book focuses primarily on the world of nature, social biases are avoided.

General Comment:

Although the few adult roles are equally distributed, two adult female characterizations present condescending stereotypes and negative images of older women. Some of the materials seem somewhat dated.

The book should be supplemented by stories dealing with a more contemporary and realistic perspective. These stories should include stronger characterizations of older women and fuller examinations of urban areas and of the multi-ethnic and -racial mosaic that Canada represents.

. "The Poppy Seed Cakes" and "The Picnic Basket"

pp. 16-25 Comment: It is important that students understand that these stories are not about real situations. Teachers might look for more realistic materials pertaining to the experience of immigrant women coming to Canada.

. "Why Nobody Pets the Lion at the Zoo"

p. 52 Problem: As these lines indicate, this poem completely ignores and negates the presence and importance of women since time began, perpetuating the masculine view of the world: "The morning that the world began, The Lion growled a growl at Man," and "And if the Lion bothered Adam."

Suggestion: Teachers have several options where this poem is concerned. Another poem can be substituted as sufficient selections about animals appear in the book. Or, the poem can be used and its sexist nature discussed Students can then rewrite the poem to include both male and female. What must be kept in mind is that the education of the young should not be slanted towards sexism, chauvinism, or stereotypes.

SUMMARY OF MAJOR CHARACTERS AND ILLUSTRATIONS

	Publisher	Male	Female	Neither	Both
MAJOR CHARACTERS	Ginn				
	Total Number of Selection	100	50	153	69
	% of Main Characters	27%	13%	41%	19%
	Gage				
	Total Number of Selections	69	67	103	35
	% of Main Characters	25%	24%	38%	13%
	Nelson				
	Total Number of Selections	76	70	238	100
	% of Main Characters	16%	14%	49%	21%
ILLUSTRATIONS	Ginn				
	Total Number of Selections	249	102	247	307
	% of Main Characters	28%	11%	27%	34%
	Gage				
	Total Number of Selections	66	61	97	47
	% of Main Characters	24%	23%	36%	17%

SUMMARY

Percentage of male main characters: 23%; of male illustrations 26%
Percentage of female main characters: 17%; of female illustrations 17%
Percentage of main characters with no sex indicated: 43%; of illustrations with no sex indicated 32%
Percentage of male and female main characters: 18%; of illustrations with both sexes present 26%

Note: Percentages do not necessarily total 100% since figures are rounded off to nearest unit.

ADULT ROLE MODELS

Young K-4 readers are exposed to a number of role models in materials from several subject areas, but the career options for female students are too few, especially when compared to the numerous and wide-ranging options for male students. By grade four, most female students have been exposed to a limited number of roles for women, many of which are traditional or even negative stereotypes; women are presented as teachers or nurses, or as indecisive, passive wives and mothers. Male students, on the other hand, have usually been exposed to a vast number of models, ranging from doctor, to astronaut, to truck driver.

Even though more recent texts attempt to portray women and men in non-traditional roles, the female presence in too many texts is still ignored or treated traditionally and subordinated to the male presence. Moreover, the contributions men have made to society are listed more frequently than those made by women. Since the abilities and achievements of women are consistently underplayed in so many texts, students tend to apply this misinformation to their judgments of the capabilities of both males and females. And as a result, their assessment of their own abilities and the abilities of others may be negatively influenced.

A similar situation results from the under-representation of socio-economic and ethnic and racial diversity. This under-representation can lead to misconceptions about the participation and contribution of members of these various groups to Canadian society.

If students are thus misled about the roles people play in Canadian society, some damage is also done to their ability to be appreciative of human diversity and equality.

OCCUPATIONS

	Male	Female
A	acrobat	airflight attendant
	airline clerk	airline clerk
	airport worker	
	air traffic controller	
	ambulance driver	
	animal trainer	
	antique dealer	
	apartment manager	
	army captain	
	army lieutenant	
	artist	artist
	astronaut	aunt
	astronomer	
	auto mechanic	
B	baggage handler	baggage handler
	baker	baker
	ballet teacher	ballet teacher
	balloon vendor	
	bandit	
	bank employee	bank teller
	bear trainer	
	bicycle repair person	
	bronco buster	
	bus driver	bus driver
	butcher	
C	camera operator	
	camp director	camp director
	canoe maker	candy maker
	cargo handler	cargo handler
	cattle driver	cattle rancher
	cattle rustler	cashier
	church official	
	circus crew member	circus performer
	city councillor	clerk
	clown	
	coal stoker	
	cobbler	
	collector (stamp and coin)	
	construction worker	
	convict	
	cook	
	court jester	
	cowboy	
	cowhand	cowhand
	crane operator	

	Male	Female
D	dairy worker	dairy producer
	deep sea diver	dairy worker
	delivery person	
	dentist	
	detective	
	dock worker	
	doctor	doctor
	dog show judge	
	dog trainer	
	druggist	
	duke	
E	electrician	
	elevator operator	elevator operator
	elf	equistrian
	engineer	
	eye specialist	
	explorer	
F	factory worker	factory worker
	farmer	fairy
	farmhand	
	father	
	fire eater	
	firechief	
	firefighter	
	fisher, fishseller	
	flight dispatcher	floorsweeper
	football player	
	forest ranger	
	foundry supervisor	
G	game warden	
	garbage collector	
	gardener	
	gate keeper	
	genie	
	giant	
	governor	
	grandfather	grandmother
	grocer	
	guard	
H	hockey coach	hide tanner
	hockey player	homemaker
	hotel manager	housekeeper
	house builder	
	hunter	
	husband	

	Male	Female
I	Indian chief	interviewer
	inventor	
J	jockey	
K	king	
	knight	
L	labourer	
	landowner	
	letter carrier	letter carrier
	life guard	librarian
	lighthouse keeper	
	lion tamer	
	livestock worker	
	Lord High Commissioner	
	lumberyard worker	
M	major	maid
	magician	
	maple sugar workers	
	mathematician	
	mayor	
	mechanic (airplane)	
	mechanic (car)	
	merchant	mermaid
	meteorologist	
	milk carrier	milliner
	miner	mother/working mother
	mover	motorist
	musician	museum owner
N	newspaper reporter	naturalist
		newspaper columnist
		nurse
P	painter	painter
	park warden	pastry shop owner
	peddlar	
	photographer	
	pigeon breeder	
	pilot	pilot
	pioneer	pioneer
	pirate	
	plant show judge	
	police officer	police officer
	porter	
	postal clerk	
	potter	
	prime minister	
	prince	princess
	principal	principal

	Male	Female
P	professor	
	prospector	
	pulp cutter	
Q		queen
R	Rabbi	
	racer	
	railroad worker	
	rancher	
	reporter	
	revolutionary	
	riding instructor	
	R.C.M.P. officer	
	road worker	
	rodeo clown	
	rug maker	runner
S	sailor	saleclerk
	sander	
	Santa	
	scientist	
	scout	
	scuba diver	
	school patroller	
	sea captain	
	servant	servant
	service station operator	sewing machine operator
	shepherd	
	sherriff	
	ship's captain	
	shoemaker	
	shop manager	
	shop owner	
	soap stone sculptor	
	soldier	
	song writer	
	space ship captain	space ship captain
	space ship navigator	space ship commander
	squire	
	steam shovel operator	store manager
	store clerk	store clerk
	story teller	story teller
		supermarket cashier
T	tailor	
	taxidermist	
	teacher	teacher
	telephone repair person	
	thief	
	train conductor	
	traveller	

	Male	Female
T	tree cutter	
	truck driver	truck driver
	T.V. ad writer	
	T.V. personality	
	T.V. producer	
	T.V. technician	
	tyrant	
U	uncle	
	umpire	
V	vendor (market)	vendor (market)
	veterinarian	veterinarian
W	waiter	weaver
	weight lifter	widow
	window cleaner	wife
	winemaker	window fixer
	wise old man	witch
	wizard	
	worm picker	
	wood carver	
	wood cutter	
	writer	writer
Z	zoo keeper	zoo keeper

TERMINOLOGY: GUIDELINES FOR ELIMINATING SEXISM

1. Women and men should be treated with the same respect, dignity, and seriousness. Neither should be trivialized nor stereotyped, either in text or in illustrations. Women should not be described by physical attributes when men are described by mental attributes or professional position. Instead, both sexes should be dealt with in the same terms. References to a man's or a woman's appearance, charm, or intuition should be avoided when irrelevant.

Example:	Alternative:
Henry Harris is a shrewd lawyer and his wife Ann is a striking brunette.	The Harrises are an attractive couple. Henry is a handsome blond and Ann is a striking brunette. The Harrises are highly respected in their fields. Ann is an accomplished musician and Henry is a shrewd lawyer. The Harrises are an interesting couple. Henry is a shrewd lawyer and Ann is very active in community (or church or civic) affairs.

A. In descriptions of women, a patronizing or girl-watching tone should be avoided, as should sexual innuendoes, jokes, and puns. Here are examples of practices to be avoided: focusing on physical appearance (a buxom blonde); using special female-gender word forms (poetess, aviatrix, usherette); treating women as sex objects or portraying the typical woman as weak, helpless, or hysterical; making women figures of fun or objects of scorn and treating their issues as humourous and unimportant.

Here are some examples of stereotypes to be avoided: scatter-brained female, fragile flower, goddess on a pedestal, catty gossip, henpecking shrew, apron-wearing mother, frustrated spinster, and ladylike, little girl. Jokes at women's expense--such as those about the woman driver or the nagging mother-in-law--are to be avoided.

Example:	Alternative:
the fair sex; the weaker sex	women
the distaff side	the female side or line
the girls or ladies (when adult females are meant)	the women

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[10] Adapted from Guidelines for Equal Treatment of the Sexes (New York: McGraw-Hill, n.d.).

Example:	Alternative:
girl, as in: I'll have my girl check that.	I'll have my secretary (or my assistant) check that. (Or use the person's name.)
lady used as a modifier, as in lady lawyer	lawyer (Women may be identified simply through the choice of pronouns: The lawyer made her summation to the jury. Try to avoid gender modifiers altogether. When you must modify, use woman or female: a course on women writers, or the airline's first female pilot.)
the little woman; the better half; the ball and chain	wife
female gender word forms, such as authoress, poetess, Jewess	author, poet, Jew
female gender or diminutive word forms, such as suffragette, usherette, aviatrix	suffragist, usher, aviator (or pilot)
libber (a put down)	feminist, liberationist
sweet young thing	young woman, girl
co-ed (as a noun)	student
housewife	homemaker (or rephrase with a more precise or more inclusive term.)
career girl or career woman	name the woman's profession: attorney Ellen Smith; Marie Sanchez, a journalist, or a doctor, a lawyer, an agent
cleaning woman, cleaning lady, or maid	housekeeper, house or office cleaner
Housewives are feeling the pinch of higher prices.	Consumers (customers or shoppers) are feeling the pinch of higher prices.
The sound of the drilling disturbed the housewives in the neighbourhood.	The sound of the drilling disturbed everyone within earshot (or everyone in the neighbourhood).

B. In descriptions of men, especially men in the home, references to general ineptness should be avoided. Men should not be characterized as dependent on women for meals, clumsy in household maintenance, or foolish in self-care.

The following should be avoided: characterizations that portray men as dependent on women for advice on what to wear and what to eat, men as unable to care for themselves in times of illness, and men as objects of fun (the henpecked husband).

C. Women should be treated as part of the rule, not as the exception. Generic terms, such as doctor and nurse, should be assumed to include both men and women, and modified titles such as "woman doctor" or "male nurse" should be avoided. Work should never be stereotyped as "woman's work" or as "a man-sized job." Writers should avoid showing a "gee-whiz" attitude toward women who perform competently: "Though a woman, she ran the business as well as any man," or "Though a woman, she ran the business efficiently."

D. Women should be spoken of as participants in the action, not as possessions of men. Terms such as pioneer, farmer, and settler should not be used as though they applied only to adult males.

Example:	Alternative:
Pioneers moved west, taking their wives and children with them.	Pioneer families moved west. Pioneer men and women (or pioneer couples) moved west, taking their children with them.

E. Women should not be portrayed as needing male permission in order to act or to exercise rights (except, of course, for historical or factual accuracy).

Example:	Alternative:
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.

II. In reference to humanity at large, language should operate to include women and girls. Terms that tend to exclude females should be avoided whenever possible.

A. The word man has long been used not only to denote a person of male gender, but also generically to denote humanity at large. To many people today, however, the word man has become so closely associated with the first meaning (a male human being) that they consider it no longer broad enough to be applied to any person or to human beings as a whole. In deference to this position,

alternative expressions should be used in place of man (or derivative constructions used generically to signify humanity at large), whenever such substitutions can be made without producing an awkward or artificial construction. In cases where man-words must be used, special efforts should be made to ensure that pictures and other devices make explicit that such references include women.

Here are some possible substitutions for man-words:

Example:	Alternative:
mankind	humanity, human beings, human race, people
primitive man	early human beings, early people, ancient men and women
man's achievements	human achievements
If a man drives 50 miles at 60 mph...	If a person (or driver) drives 50 miles at 60 mph...
the best man for the job	the best person (or candidate) for the job
man-made	artificial; synthetic, manufactured; constructed; of human origin
manpower	human power; human energy; human resources; workers; workforce
grow to manhood	grow to adulthood; grow to manhood or womanhood

B. The English language lacks a generic singular pronoun signifying he or she, and therefore it has been customary and gramatically sanctioned to use masculine pronouns in expressions such as "one...he," "anyone...he", and "each child opens his book." Nevertheless, avoid when possible the pronouns he, him, and his in reference to the hypothetical person or humanity in general.

1. Re-worded alternatives may be considered.

Example:	Alternative:
The average Canadian drinks his coffee black.	The average Canadian drinks black coffee.

2. Re-cast into plural.

Example:	Alternative:
The average Canadian drinks his coffee black.	Most Canadians drink their coffee black.

3. Replace the masculine pronoun with one, you, he or she, her or his, as appropriate. (Use he or she and its variations sparingly to avoid clumsy prose.)

4. Alternate male and female expressions and examples.

Example:	Alternative:
I've often heard supervisors say, "He's not the right man for the job," or "He lacks the qualifications for success."	I've often heard supervisors say, "She's not the right person for the job," or "He lacks the qualifications for success."

5. Avoid using "he" when the intent is to describe both sexes. She/he may be used as an alternative to the generic "he."

C. Occupational terms ending in man should be replaced by terms that can include members of either sex unless they refer to a particular person.[11]

Example:	Alternative:
businessman	business executive, business manager
fireman	firefighter
mailman	mail carrier, letter carrier
salesman	sales representative, salesperson, sales clerk
insurance man	insurance agent
statesman	leader, public servant
chairman	the person presiding at (or chairing) a meeting, the presiding officer, the chair, head, leader, coordinator, moderator

[11]For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

cameraman	camera person, camera operator, camera technician
foreman	supervisor

D. Language that assumes all readers are male should be avoided.

Example:	Alternative:
you and your wife	you and your spouse
when you shave in the morning	when you brush your teeth (or wash up) in the morning

III. The language used to designate and describe females and males should treat the sexes equally.

A. Parallel language should be used for women and men.

Example:	Alternative:
the men and the ladies	the men and the women
	the ladies and the gentlemen
	the girls and the boys
man and wife	husband and wife

Note that lady and gentleman, wife and husband, and mother and father are role words. Ladies should be used for women only when men are being referred to as gentlemen. Similarly, women should be called wives and mothers only when men are referred to as husbands and fathers. Like a male shopper a woman in a grocery store should be called a customer, not a housewife.

B. Women should be identified by their own names (e.g., Indira Gandhi). They should not be referred to in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Nor should they be identified in terms of their marital status (Mrs. Gandhi) unless this brief form is stylistically more convenient (than, say, Prime Minister Gandhi) or is paired with similar references to men.

1. A woman should be referred to by name in the same way that a man is. Both should be called by their full names, by first or last name only, or by title.

Example:	Alternative:
Bobby Riggs and Billie Jean	Bobby Riggs and Billie Jean King
Mrs. Meir and Moshe Dayan	Golda Meir and Moshe Dayan or Mrs. Meir and Mr. Dayan

2. Unnecessary reference to or emphasis on a women's marital status should be avoided. Whether married or not, a woman should be referred to by the name of her choice, whether it be her original name or her married name.

C. Whenever possible, a term should be used that includes both sexes. Unnecessary references to gender should be avoided.

Example:	Alternative:
college boys and co-eds	students

D. Insofar as possible, job titles should be non-sexist. Different nomenclature should not be used for the same job depending on whether it is held by a male or by a female.[12]

Example:	Alternative:
steward or purser or stewardess	flight attendant
policeman and policewoman	police officer
maid and houseboy	house or office cleaner, servant

E. Different pronouns should not be linked with certain work or occupations on the assumption that the worker is always (or usually) female or male. Instead either pluralize or use he or she and she and he.

Example:	Alternative:
the consumer or shopper...she	consumers or shoppers...they
the secretary...she	secretaries...they
the breadwinner...his earnings	the breadwinner...his or her earnings, or breadwinners...their earnings

F. Males should not always be first in order of mention. Instead, alternate the order, sometimes using: women and men, gentleman and ladies, she or he, her or his.

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[12]For further suggestions on alternative non-sexist job titles, refer to Guidelines: Employment Advertising, Manitoba Human Rights Commission.

CLASSROOM ACTIVITIES

1. Purpose:

   To develop positive imagery and provide a broadening of opportunities.

   Project:

   Take a poll of your students. What do they want to do when they grow up?

   Read some of the books suggested in the bibliography and try some of the classroom activities.

   Repeat the poll a couple of months later. See if more children feel free to choose a non-stereotyped role. Perhaps budding male elementary school teachers and female construction workers are in your class.

   Follow-up:

   Towards the end of the year read the students a book which is very stereotyped in its career descriptions. Let them talk about what is wrong with the book. By this point they should see how unfair the book is and be willing to express their views.

2. Purpose:

   To introduce very young children to the concept of sex-role stereotyping (suitable for kindergarten to grade three).

   Project:

   Read a selection of well-known nursery rhymes such as "Little Miss Muffet," "Little Jack Horner," "Little Bo-Peep," and "Four and Twenty Blackbirds" to the class. Encourage the students to discover the differences between the male and female characters in the nursery rhymes--their appearance, their dress, their behaviour.

   Discussion:

   Ask the students the following types of questions:

   . What are some of the things that little girls do in nursery rhymes? (They water flowers, cry, get scared, get lost, et cetera).

[13]Many of the ideas in this section have been adapted from the B.C. Federation of Teachers Booklet, "Nonsexist Curricular Materials for Elementary Schools."

. What are some of the things that little boys do? (They build things, run and jump, play tricks on people, et cetera).

. Who does more interesting things? Who has more fun? Who is smarter? Who is stronger?

. Do boys help girls? Do girls ever help boys?

. How often do girls cry or get scared? Do boys ever do this?

. What kinds of clothes do girls wear? What do boys wear?

Next, try to have students criticize the nursery rhymes and suggest other ways in which the characters might respond to their situations. For example:

. Why was Little Miss Muffet frightened by the spider? Was it going to hurt her? Could she have chased it away?

. Do you think it would have been more useful for Little Bo-Peep to get up and look for her sheep instead of sitting and crying?

. Are little girls always neat and clean and wearing pretty dresses? Don't they like to wear pants, climb trees, and get dirty too?

. Can little girls be mischievous and play clever tricks too?

. Do little boys ever cry? Does your little brother ever get scared?

Older children might like to try to write their own nursery rhymes in which male and female characters engage in more realistic activities.

3. Purpose:

To expose and eliminate sex stereotyped expectations of job opportunities (suitable for grades one to seven).

Preliminary Discussion:

Ask students what they would like to be when they grow up. Ask whether the chosen occupations could be done equally well by both sexes. Have students give reasons for their responses.

Discussion Points:

Children usually speak from their direct experience of the kinds of work done by the adults they know. In some cases it can be pointed out that there are indeed women/men in occupations students think of as sex-specific (e.g., doctors, nurses, taxi drivers, detectives, carpenters). In cases where there are at present no women/men in the same kinds of jobs, point out that both sexes have the ability to do the work, but not the same opportunities, either because of rules and regulations or lack of training (e.g., jet pilot, police officer, steno pool clerk, dental assistant).

Follow-up:

Throughout the year try to put up pictures of men and women in non-traditional fields of work. Have students read books which talk about men and women in non-stereotyped occupations. Discuss job expectations again at the end of the year.

4. Purpose:

To make the point that both boys and girls may become parents and that any in-school preparation for parenthood should be for both sexes (suitable for grades one to seven).

Discussion:

Discuss the jobs parents do in the home. How are chores, maintenance of the house, and looking after children shared? Do mothers sometimes go out to work?

5. Purpose:

To begin raising consciousness in reference to stereotyping of work roles (suitable for kindergarten and grades one to seven).

Project:

Make stick drawings on the board of people in different situations: a person ironing, a person on a telephone pole, a person skiing, a person writing on a blackboard. Have students give personal names to the people in each drawing and write short stories about them. (Stories could be told or written).

Discussion:

Point out that all these things can be done by both men and women, of any race or economic background.

6. Purpose:

To illustrate the restrictiveness of sex roles (suitable for grades one to seven).

Project:

Have the boys and girls each work on a large collage, using photographs, magazine pictures, and words on the theme, "What it means to me to be a boy/girl." Each collage should illustrate favourite activities as well as those that are disliked.

Discussion:

Discuss the differences between the boys' collage and the girls' collage. Are there things that boys do which girls would like to be allowed to do, and vice-versa?

Are there things that boys hate but have to do, and that girls don't have to do, and vice-versa? Ask students to give the reasons for these differences and to decide if these reasons are convincing.

Follow-up:

Make another collage entitled "Free Children." If this proves difficult to illustrate (since magazines rarely show pictures of boys cooking, or of mixed baseball teams) suggest that we don't really know what free children would be like and what kinds of things they would do. Have the students illustrate their own ideas.

7. Purpose:

To increase awareness of sexism in television commercials (suitable for grades three to seven).

Project:

Have students dramatize television commercials, such as soap, perfume, or car commercials, where men inform women about new improved products.

Discussion:

Discuss each advertisement as it is presented in light of the students' experiences to see if it is false or misleading in some way. These are the kinds of discussion questions likely to arise: Do mothers really love washing floors? Do they always wear dresses when they do housework? Is there any reason why fathers can't learn to cook as well as mothers? Do people in commercials appeal to viewers on the basis of their physical appearance? Is this right? Can mothers be friends with their neighbours instead of gossiping about them?

8. Purpose:

To challenge the stereotypes of people based on race, sex, and class (suitable for grades one to six).

Project:

Present pictures of common scenes and objects, dissociated from their contexts--a bicycle, a stove, a baby carriage, a pair of crutches, or a bow and arrow. Ask what each object is for and to whom it belongs. Discuss the childrens' reasons for their choices; make them aware that these objects are not the exclusive property of any type of person, since any one--old, young, black, white, male, female--could make use of them.

ANNOTATED BIBLIOGRAPHY

Alderson, Sue Ann. Bonnie McSmithers Is At It Again. Edmonton: Tree Press, 1979.

Bonnie and Mommy McSmithers take turns showing each other how to make pancakes, build a fort, fix an inflatable peacock and other things.

Allinson, Beverley, and Judith Lawrence. Myra Builds a House (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

When Gillian and Kim played on the beach they often pretended to be builders. They built with the logs that had been washed up on the sand.

_____, et al. Ellie Sells Fish (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

The day Doug decided to buy a friend for his gold fish he thought he knew exactly where to go. Ellie's Fish Market was just around the corner from his home.

_____, Let's Take a Vote (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

"Tell me again Mom," said Naomi, "What is it you want to be?"

Judith smiled, "I want to be a politician," she said, "I'm running for election as a school trustee."

_____, Take One (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Everyone agreed that Desina had an unusual pet. Fritz was an iguana, a giant tropical lizard that looked more like a dragon than a pet. But Fritz only looked fierce. He was really very gentle.

_____, Maryon Makes Shapes (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Maryon works at making shapes. She is a sculptor. The place where she works is called a studio. It is a big room with lots of space.

_____, Open Wide (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

"Open wide, please Tony," Dr. Margaret said. Tony liked his dentist because she always told him what to expect. Today she was going to fill a cavity, and Tony knew that he had to have his tooth frozen.

————, Ready for Take Off (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Anna had flown before, but this was the first time her cousin Paul had been in an airplane. For both of them, this particular flight was going to be a special one.

————, Doctor Mary's Animals (Women at Work). Toronto: D. C. Heath and Co., Ltd., 1975.

Dr. Mary takes care of animals. She is a veterinarian. She has cats and dogs, rabbits and birds, lizards and snakes, gerbils and turtles and many other pets as patients.

————, Hand and Glove. Toronto: D. C. Heath and Co., Ltd., 1976.

Everyone's eyes were on the puppet stage in the library. Anansi the spider had met a crocodile and no one was sure what would happen next.

————, Behind the Scenes. Toronto: D. C. Heath and Co., Ltd., 1976.

Monique and I-fan often visited the museum. They came to see their favorite displays, and they came to see their friend Barbara, who worked there.

————, Clowning Around. Toronto: D. C. Heath and Co., Ltd., 1976.

Vicky liked pretending. "Today," she said, "I'll pretend that I'm a clown."

————, Hammer and Tongs. Toronto: D. C. Heath and Co., Ltd., 1976.

Rickey, Natalie, Rose and Tommy ran down the path to the pony field. It was riding day and the ponies were waiting.

Allison, Rosemary. The Green Harpy at the Corner Store. Toronto: Kids Can Press, 1976.

The original harpy was a creature from mythological Greece, part female, part bird. She was a mean creature who stole people's food, screeched, and generally made life miserable for everyone. Green harpy is in the tradition of her forebears, but she is different.

————, Ms. Beaver Travels East. Toronto: The Women's Press, 1978.

Ms. Beaver sat in a restaurant in Toronto. A map of Canada was spread out in front of her. She was thinking about where to go next.

Barrett, Judith. Old MacDonald Had An Apartment House. New York: Atheneum, 1969.

A bit of fantasy which parodies Old MacDonald creating a farm in a apartment house.

Chetin, Helen. The Lady of the Strawberries. Toronto: PMA Books, 1978.

After her mother leaves for Toronto, 10 year old Jessica receives letters telling her to be brave. But Jessica misses her mother, although she knows she was never happy on the Conruh's isolated Alberta farm.

Cohen, Barbara. The Carp in the Bathtub. New York: Dell Publishing, 1978.

Just before Passover, Leah and Harry befriend a carp and attempt to rescue it from a terrible fate at the hands of their mother, who is about to turn it into her famous and delicious gefilte fish.

Coerr, Eleanor. Sadako and the Thousand Paper Cranes. New York: Dell Publishing, 1977.

A sensitive story about Sadako Sasaki, who developed leukemia as a result of radiation from the atomic bomb dropped on the city of Heroshima, Japan. Before she died at the age of twelve she had folded six hundred and forty-four paper cranes which hung over her bed. Her classmates folded the rest.

DePaola, Tomie. Nana Upstairs and Nana Downstairs. New York: Picture Puffin Books, 1978.

Death confronts a young boy when his great-grandmother dies.

Ehrlich, Amy. Zeek Silver Moon. New York: The Dial Press, 1972.

Zeek Silver Moon growing up and some of the ordinary things that happened to him.

Gackenbach, Dick. Do you Love Me? New York: Dell Publishing, 1978.

Death, built, loneliness, and joy are all described in this story.

Green, Phyllis. A New Mother for Martha. New York: Human Sciences Press, 1978.

Martha has difficulty coping with the death of her mother and her father's subsequent remarriage.

Hallets, Marie. Play With Me. New York: Picture Puffin Books, 1955.

Delicate drawings and simple rhythmic text tell the story of a very real little girl who wanted to play with the animals she found early one morning.

Hazen, Barbara Shook. Why Couldn't I Be An Only Kid Like You, Wigger? Toronto: McClelland & Stewart, 1975.

There are advantages in big families as well as small ones.

————, The Me I See. Nashville: Abington, 1978.

Look at yourself and you can see that you are unique and can appreciate each person.

Heyward, Du Bose. The Country Bunny and The Little Gold Shoes. New York: Houghton Mifflin Co., Ltd., 1973.

The story of a mother rabbit, who is selected to be an Easter Bunny and whose diligence and hard work pays off.

Hiebert, Susan. Alphonse Has An Accident. Winnipeg: Peguis Publishing, 1974.

The story of a northern Manitoba boy who plays with matches and is severely burned. While recovering in Winnipeg he wonders whether his grandfather, whose orders he disobeyed, still loves him.

Hutchins, Pat. Changes, Changes. New York: Collier Books, 1979.

This is a picture book in which the bold, bright colored drawings show what wooden building blocks can become in a child's imaginative play.

Kellar, Beverley. Fiona's Bee. New York: Dell Publishing, 1975.

Fiona saves a bee and it becomes her pet.

Klagsburn, Francine, ed. Free To Be You and Me. New York: McGraw-Hill 1974.

A song and story book which challenges the stereotypes that distort reality for children.

Kilbourne, Francis. Overnight Adventure. Toronto: Women's Press, 1977.

A wordless description of the night two girls camp in a tent in the backyard.

McClard, Jude, and Naomi Walls. Come With Us. Toronto: The Women's Press, 1978.

A compilation of children's comments that speak for themselves on issues of racism, work, schools, why we came and where we came from.

Marzollo, Jean. Amy Goes Fishing. New York: The Dial Press, 1980.

When Amy goes fishing with her father to catch Old Chinny Whiskers, she soon changes her mind about fishing being boring.

Mertens, Winnie. My Feet Roll. Hawkeville, Ontario: Before We Are Six, 1977.

A wordless picture book depicting the central character in her wheelchair, participating in a variety of activities in her home, school and community.

Pratt, Ellen. Amy and The Cloud Basket. Chapel Hill, N.C.: Lollipop Power, Inc., 1975.

A direct confrontation of sexism by a young girl demanding to do the jobs traditionally done by men.

Robinson, Barbara. The Best Christmas Pageant Ever. New York: Avon Books, 1972.

The usual Christmas pageant takes on new meaning in this down-to-earth story.

Schlein, M. The Girl Who Would Rather Climb Trees. New York: Harcourt Brace Jovonavich, 1975.

A story about a girl who prefers climbing trees and throwing balls to playing with dolls.

Schick, Eleanor. Home Alone. New York: The Dial Press, 1980.

A boy whose mother has gone to work full time, describes his first day at home alone.

Sharmat, M. W. Getting Something on Maggie Marmelstein. New York: Harper and Row, 1975.

Two preteenagers, a boy and a girl, overcome their hostility towards one another and become friends.

Singer, Yvonne. Little-Miss-Yes-Miss. Toronto: Kids Can Press, 1976.

The story of Cicely, a Jamaican immigrant to Canada and her first

few days in a Canadian school.

Stenson, Janet Sinberg. Now I Have a Stepparent and It's Kind of Confusing. New York: Avon Books, 1979.

A book that explains remarriage to young children since a child often gets confused when a parent remarries. The cheerful cartoons provide an easy basis for communication and illustrate specific conflicts that may arise.

Stren, Patti. Hug Me. New York: Harper and Row, 1977.

Most porcupines like to keep to themselves. But Elliot Kravitz was different. He was lonely. He wanted a friend to hug.

Tobias, Toby. The Quitting Deal. New York: Picture Puffin Books, 1975.

A mother tries to quit smoking and her daughter tries to stop sucking her thumb.

Tompert, Ann. The Clever Princess. Chapel Hill: Lollipop Power, Inc., 1977.

There was a princess whose name was Lorna. Her mother, the queen had died soon after Lorna's birth. The king loved his daughter very much but taking care of his kingdom kept him so busy that he had little time for her. The little princess contented herself with studying in the tower library or wandering about the palace and its grounds asking questions of all she met.

Viorst, Judith. The Tenth Good Thing About Barney. Toronto: McClelland and Stewart, 1975.

A child learns to accept the death of his cat.

_____, Alexander and the Terrible, Horrible, No Good, Very Bad Day. Toronto: McClelland and Stewart, 1972.

A day in Alexander's life when nothing at all went right.

_____, Rosie and Michael. New York: Atheneum, 1974.

A lovely story about the meaning of friendship.

Waber, Bernard. Ira Sleeps Over. New York: Houghton Mifflin Co., 1975.

Ira is afraid to acknowledge to his friend that he sleeps with his teddybear.

Wolk, Darlene. Mrs. Poppy's Great Idea. Toronto: Kids Can Press, 1979.

A delightful old man organizes a community garden on a vacant piece of city land.

Wynne-Jones, Tim. Madeline and Ermadello. Hawkeville, Ontario: Before We Are Six, 1977.

The story of Madeline and her imaginary friend Ermadello.

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FRIENDSHIP

Hug Me by Pattie Strem.

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Little Miss Yes Miss by Yvonne Singer.

Come With Us by Judy McClard and Naomi Wall.

Kate by Jean Little.

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Now I Have a Stepparent by Janet Sinberg Stinson.

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